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FORTY-EIGHTH ANNUAL REPORT
OF THE
BOARD OF EDUCATION
OF THE CITY OF NEWARK.
FOR THE
YEAR 1904.

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE
REPORT OF THE CITY SUPERINTENDENT; REFER-
ENCE AND STATISTICAL TABLES; THE
RULES OF THE BOARD, AND REGU-
LATIONS FOR THE SCHOOLS.

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NEWARK, N.J.
1888.

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PART I

REPORT OF THE BOARD OF EDUCATION

Board of Education

1904

CHARLES W. MENK, *President.*

EDWARD C. GEORGE, *Vice-President.*

R. D. ARGUE, *Secretary,*

322 Summer Avenue

SAMUEL GAISER, *Ass't Secretary,*

107 Fifth Avenue.

A. B. POLAND, *City Superintendent,* 60 Abington Avenue.

GEO. W. REEVE, *Sup't of Erection and Repairs,* 12 Elizabeth Avenue.

<i>Ward.</i>	<i>Name.</i>	<i>Place of Business.</i>	<i>Place of Residence.</i>
1st	Henry A. Swann	51 New Street	51 New Street
	James A. Backus	291 Broad Street	291 Broad Street
2d	Charles W. Menk	106 Market Street	106 Market Street
	Hugh P. Roden	345 Washington St.	345 Washington St.
3d	Wm. G. Brenn	Franklin Sav. Bank.	195 W. Kinney St.
	Charles F. Roh, Jr.	74 West Street	74 West Street
4th	A. R. Denman	837 Broad Street	40 Park Place
	Frank M. Schulz	869 Broad Street	38 Franklin Street
5th	Jacob Kopf	4 Hamburg Place	123 Polk Street
	William E. Tuite	Broad & Cedar Sts.	117 Jefferson Street
6th	Thomas Gillen	Prudential, N. Bldg.	303 South 11th St.
	Frank F. Crissey	320 Bank Street	320 Bank Street
7th	Frederick Jay	800 Broad Street	59 Nelson Place
	John P. Curtin	218 Market Street	106 Wickliffe Street
8th	Albert Schurr	289 Belleville Avenue	70 Oriental Street
	John Monteith	774 Broad Street	502 Summer Avenue
9th	Charles Logan	9-11 W. 4th St., N. Y.	72 Thomas Street
	David A. McIntyre	Prudential, W. Bldg.	14 Elizabeth Avenue
10th	E. E. Ryman	204 Jefferson Street	48 Warwick Street
	George L. Warren	77 Houston Street	77 Houston Street
11th	Robert N. Brundage	27 Park Row, N. Y.	189 North 7th Street
	George Varley	31 Hudson Street	29 Hudson Street
12th	Daniel F. Delaney	35 Wall St., N. Y.	23 Read Street
	Urban Schaefer	85 Niagara Street	85 Niagara Street
13th	Christian Ahner	426 Springfield Ave.	410 South 6th Street
	Edward C. George	741 Broad Street	394 18th Avenue
14th	*Rufus Keisler, Jr.	Fidelity Trust Co.	75 Hillside Avenue
	†Conrad Schneider, Jr.	168 Bloomfield Ave.	124 So. Orange Ave.
15th	James Snape	77 St. Francis Street	76 Sheffield Street
	Andrew Stewart	47th St. & Mad. Av. N. Y.	117 Summer Avenue

† Resigned, June 1, 1904.

* Resigned, September 1, 1904.

Standing Committees

1904

FINANCE—George, Brenn, Keisler, Ryman, Snape, Stewart, Curtin.

SCHOOL HOUSES—Brundage, Logan, Swann, Gillen, Schaefer, George, Kopf.

REPAIRS—Ahner, Roh, Crissey, Warren, Schulz, Varley, Jay.

HEATING—Logan, Swann, Brundage, Ryman, Gillen, Roh, Delaney.

TEACHERS—McIntyre, Denman, Backus, Roden, Jay, Brundage, Warren.

NORMAL AND TRAINING AND HIGH SCHOOLS—Roden, Denman, Backus, McIntyre, Gillen, Monteith, Curtin.

EVENING SCHOOLS—Backus, Denman, McIntyre, Roden, Monteith, Keisler, Tuite.

TEXT BOOKS—Swann, Warren, Logan, Crissey, Roh, Delaney, Schulz.

FURNITURE AND SUPPLIES—Ryman, Brenn, Schurr, Varley, Ahner, Schneider, Schaefer.

SANITARY—Crissey, Schneider, Schurr, Snape, Kopf, Stewart, Tuite.

COMMITTEE ON PERMITS—President of the Board, Chairman of the Teachers' Committee and the City Superintendent.

COMMITTEE ON SCHOOL ATTENDANCE—President of the Board and the Chairmen of the Teachers' Committee, Normal and Training and High School Committee and Evening Schools Committee.

COMMITTEE ON LEGISLATION—George, Monteith, Delaney.

STATISTICAL RECORD

OF THE

Board of Education of the City of Newark,

FOR THE YEARS 1903 AND 1904.

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY
HAVE SERVED, RESPECTIVELY.

JAMES A. BACKUS..	1888-9-1890-1-5-6-7-8-9-1900-1-2-3-4
CHARLES W. MENK.....	1896-7-8-9-1900-1-2-3-4
HENRY A. SWANN.....	1898-9-1900-1-2-3-4
ROBERT N. BRUNDAGE.....	1898-9-1900-1-2-3-4
HUGH P. RODEN.....	1893-4-5-6-9-1900-1-2-3-4
JAMES HART.....	1899-1900-1-2-3
DAVID A. McINTYRE.....	1899-1900-1-2-3-4
R. A. STANGER.....	1899-1900-1-2-3
FREDERICK JAY.....	1900-1-2-3-4
CHARLES LOGAN.....	1900-1-2-3-4
E. E. RYMAN.....	1900-1-2-3-4
DANIEL F. DELANEY.....	1900-1-2-3-4
CHRISTIAN AHNER.....	1900-1-2-3-4
CHARLES F. ROH, JR.....	1901 (3 mos.)-2-3-4
ALGERNON T. SWEENEY.....	1902-3
FRANK F. CRISSEY.....	1902-3-4
AUGUST J. MILLER.....	1902-3
ALBERT C. COURTER.....	1902-3
WILLIAM L. FISH.....	1896-7-1902-3
EDWARD C. GEORGE.....	1902-3-4
CONRAD SCHNEIDER, JR.....	1902-3-4 (5 mos.)
CHARLES H. PRICE.....	1902-3

WILLIAM G. BRENN.....	1903-4
ARTHUR R. DENMAN.....	1903-4
JACOB KOPF.....	1903-4
THOMAS GILLEN.....	1903-4
ALBERT SCHURR.....	1903-4
GEORGE L. WARREN.....	1903-4
RUFUS KEISLER, JR.....	1903-4 (8 mos.)
JAMES SNAPE.....	1903-4
FRANK M. SCHULZ.....	1904
WILLIAM E. TUITE.....	1904
JOHN P. CURTIN.....	1904
JOHN MONTEITH.....	1904
GEORGE VARLEY.....	1904
URBAN SCHAEFER.....	1904
ANDREW STEWART.....	1904

PRESIDENTS OF THE BOARD.

*STEPHEN CONGAR.....	1851-2-3-4
*SAMUEL H. PENNINGTON.....	1855-6-7-8-9-60-1-2
*THOMAS W. DAWSON.....	1863-4-5
WILLIAM K. McDONALD.....	1866
*FREDERICK W. RICORD.....	1867-8-9
EDWIN H. DAWSON.....	1870
*WILLIAM A. WHITEHEAD.....	1871
*L. SPENCER GOBLE.....	1872-3
SAMUEL A. FARRAND.....	1874
*ARAM G. SAYRE.....	1875
EDWARD L. DOBBINS.....	1876-7-8-9-80 (9 mos.)
*GEORGE B. SWAIN.....	1880 (3 mos.)-1-2-3
*EDWARD GOELLER.....	1884-1889-90-1
*EDMUND L. JOY.....	1885-6-7
JAMES L. HAYS.....	1888-1892
HENRY C. KLEMM.....	1893-4 (9 mos.)
JOHN VAN DOREN, JR.....	1894 (3 mos.)-1895 (4 mos.)
HENRY J. ANDERSON.....	1895
*WILLIAM A. GAY.....	1896-7
MILES F. QUINN.....	1898
CHARLES E. HILL.....	1899 (8 mos.)-1900-1-2
CHARLES W. MENK.....	1903-4

SECRETARIES OF THE BOARD.

*JOHN WHITEHEAD.....	1851-2-3
*FREDERICK W. RICORD.....	1854-5-6-7-8-9-60
*GEO. B. SEARS.....	1860-1-2-3-4-5-6-7-8-9-70-1-2- 3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE.....	1877 (4 mos.)-8-9-80-1- 2-3 (8 mos.)
GEORGE W. CASE.....	1883 (3½ mos.)-4-5-6-7-8-9
P. LYNDON BRYCE.....	1890-1-2-3-4
ROBERT D. ARGUE.....	1895-6-7-8-9-1900-1-2-3-4
CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.	
*STEPHEN CONGAR.....	1853-4-5-6-7-8-9
GEO. B. SEARS.....	1859-60-1-2-3-4-5-6-7-8-9-70- 1-2-3-4-5-6-7-(8 months.)
W. N. BARRINGER.....	1877 (4 mos.)-8-9-80-1-2-3- 4-5-6-7-8-9-90-1-2-3-4-5-6 (10 mos.)
C. B. GILBERT.....	1896 (2 mos.) 7-8-9-1900-1 (1 mo.)
A. B. POLAND.....	1901 (10 mos.)-2-3-4

*Deceased.

REPORT

OF THE

BOARD OF EDUCATION

TO THE COMMON COUNCIL.

NEWARK, N. J., January 27, 1905.

To the Honorable the Common Council of the City of Newark:

GENTLEMEN:—The Board of Education respectfully submits the following report of the receipts and expenditures for the year 1904:

CURRENT EXPENSES.

RECEIPTS.

STATE.

Appropriation	\$27,520.81
Appropriation	155,173.52
School Tax	263,499.04
Manual Training	5,000.00
School Library Fund	60.00
	\$451,253.37

BOARD OF EDUCATION.

MUNICIPAL.

Balance from 1903.....	\$606.44	
Common Council Tax Ordinance..	649,104.00	
Common Council Additional Ap- propriation	4,000.00	
Common Council Contingent Fund	50,000.00	
Common Council Manual Training	5,000.00	
Cash Deposited with Custodian....	2,640.37	
Interest	568.41	
Interest on Bequest.....	240.00	
Truancy Fines	15.00	
		<hr/>
		\$712,174.22
Total	\$1,163,427.59	

EXPENDITURES.

STATE.

Teachers' Salaries	\$446,193.37
Manual Training	5,000.00
School Library Fund	60.00

MUNICIPAL.

Salaries, Text Books, Repairs, Fur- niture, Heating, Fuel, etc.....	\$708,696.87	
		<hr/>
		\$1,159,950.24
Balance	\$3,477.35	

EXPENDITURES IN DETAIL.

STATE.

	APPROPRIA- TIONS.	EXPENDI- TURES.	BALANCES.
Teachers' Salaries—Day	\$446,193.37	\$446,193.37	
Teachers' Salaries—Manual Training	5,000.00	5,000.00	
School Library Fund.....	60.00	60.00	
	\$451,253.37	\$451,253.37	

MUNICIPAL.

	APPROPRIA- TIONS.	EXPENDI- TURES.	BALANCES.
Teachers' Salaries—Day	\$355,004.65	\$355,004.65	
Teachers' Salaries—Evening ..	49,329.57	49,329.57	
Teachers' Salaries—Manual Training—Day	11,842.70	11,842.70	
Teachers' Salaries—Manual Training—Evening	883.00	883.00	
Teachers' Pensions	2,110.00	2,110.00	
Medical Inspectors' Salaries...	4,813.50	4,813.50	
Officers' Salaries.....	23,456.10	23,456.10	
Janitors' Salaries	67,815.05	67,815.05	
Incidentals	3,879.83	3,879.83	
Text Books, etc.....	48,023.07	48,023.07	
Furniture and Supplies	29,976.96	27,730.48	\$2,246.48
Manual Training Supplies.....	5,661.17	5,661.17	
Repairs	34,942.98	34,059.48	883.50
Repairs (Washington St.) ..	7,405.29	7,405.29	
Heating Apparatus	22,248.42	21,901.05	347.37
Fuel	24,451.58	24,451.58	
Light and Power.....	9,211.88	9,211.88	
Water.....	3,171.13	3,171.13	
Rents	5,833.00	5,833.00	
Insurance	146.33	146.33	
Children's Playgrounds	2,468.01	2,468.01	
	\$712,174.22	\$708,696.87	\$3,477.35

MANUAL TRAINING.

RECEIPTS.

From State	\$5,000.00	
From Common Council	5,000.00	
Appropriation, 1904	12,886.87	
	<hr/>	\$22,886.87

EXPENDITURES.

Teachers' Salaries.....	\$17,225.70	
Equipment, Supplies, etc.....	5,661.17	
	<hr/>	\$22,886.87

TABLE OF EXPENSES.

Schools	Salaries.	Equipment.	Supplies.
High	\$3,310.60	.....	\$690.64
Washington St. Centre....	1,048.13	\$234.16	164.55
Thirteenth Ave. " 	1,234.13	.....	236.46
Summer Avenue " 	903.15	.....	129.72
Miller Street " 	230.14	620.49	112.22
Hamburg Place " 	782.15	.....	141.87
Bergen Street " 	580.35	.....	140.12
Franklin " 	396.15	350.28	160.54
5th and 6th grades.....	6,060.00	.....	750.12
Primary grades	1,122.90	470.74	246.34
General Account .....	.....	.....	15.75
Summer Schools	675.00	.....	713.69
Thirteenth Ave., Evening.	344.50	.....	199.53
Hamburg Place " 	358.50	.....	200.08
Franklin " 	180.00	.....	83.87
	<hr/>	<hr/>	<hr/>
	\$17,225.70	\$1,675.67	\$3,985.50

SCHOOL HOUSE AND SITES.

RECEIPTS.

Balance from 1903.....	\$5,398.52	
Public School Bonds.....	217,717.70	
Common Council	715.00	
Sale of strip of land (Seventh Ave. site)	50.00	
Interest	1,680.51	
	<hr/>	\$225,561.73

APPROPRIATIONS.

Central Ave. School House Addition	\$1,296.80	
Charlton St. School House Addition	881.55	
Peshine Ave. School House (Bond and Interest)	715.00	
Oliver St. School House Addition.	1,027.85	
Franklin School House Addition..	1,126.29	
Summer Place School House.....	483.65	
South Eighth St. School House (Additional ground)	5,000.00	
Washington St. School House Addi- tion	36,127.03	
Lafayette St. School House Addi- tion	18,468.88	
Sussex Ave. School House Addi- tion	27,303.64	
Hawkins St. School House Addi- tion	22,128.94	
Thirteenth Ward School Site and Building	48,244.78	
Newton St. School House Addi- tion	24,955.22	
Seventh Ave. School House Addi- tion	34,320.04	
Unapportioned	3,482.06	
	<hr/>	\$225,561.73

APPROPRIATIONS AND EXPENDITURES.

CENTRAL AVENUE SCHOOL HOUSE ADDITION.

Balance from 1903.....	\$1,381.44	
Deduct amount transferred	84.64	
	<hr/>	\$1,296.80
Expended for Mason work.....	\$20.80	
Heating work	1,169.20	
Heating Engineer's fee	106.80	
	<hr/>	\$1,296.80

CHARLTON STREET SCHOOL HOUSE ADDITION.

Balance from 1903.....		\$881.55
Expended for Heating work....	\$821.00	
Heating Engineer's fee	60.55	
	<hr/>	\$881.55

PESHINE AVENUE SCHOOL HOUSE.

Appropriation, 1904		\$715.00
Expended for Interest on Bonds..	\$115.00	
Bond No. 7.....	600.00	
	<hr/>	\$715.00

OLIVER STREET SCHOOL HOUSE ADDITION.

Balance from 1903.....		\$1,027.85
Expended for Heating work....	\$954.00	
Heating Engineer's fee	73.85	
	<hr/>	\$1,027.85

FRANKLIN SCHOOL HOUSE ADDITION.

Balance from 1903.....	\$1,090.18	
Appropriation, 1904	36.11	
	<hr/>	\$1,126.29
Expended for Heating work....	\$1,074.34	
Heating Engineer's fee	51.95	
	<hr/>	\$1,126.29

SUMMER PLACE SCHOOL HOUSE.

Balance from 1903.....	\$248.50	
Appropriation, 1904	235.15	
	<hr/>	\$483.65
Expended for Iron fence.....	\$248.50	
Changing electric motor	235.15	
	<hr/>	\$483.65

SOUTH EIGHTH STREET SCHOOL HOUSE (Additional Ground).

Appropriation, 1904		\$5,000.00
Expended for Search.....	\$75.00	
Condemnation Com'rs.	120.00	
	<hr/>	\$195.00
Balance		<hr/>
		\$4,805.00

WASHINGTON STREET SCHOOL HOUSE ADDITION.

Appropriation, 1904		\$36,127.03
Expended for Mason work.....	\$17,777.00	
Carpenter work	7,998.00	
Plumbing work	4,777.00	
Heating work	3,100.00	
Electrical work	736.00	
Advertising	19.63	
Architect's fee	1,527.60	
Heating Engineer's fee	191.80	
	<hr/>	\$36,127.03

LAFAYETTE STREET SCHOOL HOUSE ADDITION.

Appropriation, 1904		\$18,468.88
Expended for Mason work.....	\$8,100.00	
Carpenter work	4,940.00	
Plumbing work	1,594.00	
Heating work	2,400.00	
Electrical work	481.00	
Artificial stone work...	40.00	
Advertising	19.63	
Architect's fee	722.70	
Heating Engineer's fee	144.05	
Building permit	27.50	
	<hr/>	\$18,468.88

SUSSEX AVENUE SCHOOL HOUSE ADDITION.

Appropriation, 1904		\$27,303.64
Expended for Mason work.....	\$13,218.00	
Carpenter work	7,509.00	
Plumbing work	2,662.00	
Heating work	1,967.00	
Electrical work	591.64	
Advertising	19.62	
Architect's fee.....	1,169.45	
Heating Engineer's fee	127.93	
Building permit	39.00	
	<hr/>	\$27,303.64

HAWKINS STREET SCHOOL HOUSE ADDITION.

Appropriation, 1904		\$22,128.94
Expended for Mason work.....	\$8,975.00	
Flagging	96.20	
Carpenter work	6,699.00	
Plumbing work	2,425.00	
Heating work	2,245.00	
Electrical work	505.00	
Changing motor	83.64	
Advertising	19.65	
Architect's fee	904.95	
Heating Engineer's fee	137.50	
Building permit	38.00	
	<hr/>	\$22,128.94

THIRTEENTH WARD SCHOOL SITE AND BUILDING.

Appropriation, 1904		\$48,244.78
Expended for Site	\$4,714.40	
Searches	114.30	
Mason work	15,080.00	
Carpenter work	6,600.00	
Plumbing work	3,736.00	
Heating work	1,472.00	
Advertising	157.63	
Architect's fee	1,450.00	
Building permit	57.00	
Testing ground	43.90	
Heating Engineer's fee	118.50	
	<hr/>	\$33,543.73
Balance		\$14,701.05

NEWTON STREET SCHOOL HOUSE ADDITION.

Appropriation, 1904		\$24,955.22
Expended for Mason work.....	\$12,027.00	
Carpenter work	7,260.00	
Plumbing work	2,387.00	
Heating work	1,597.00	
Electrical work	442.90	
Advertising	19.62	
Architect's fee	1,083.70	
Heating Engineer's fee	102.00	
Building permit	36.00	
	<hr/>	\$24,955.22

SEVENTH STREET SCHOOL HOUSE ADDITION.

Appropriation, 1904		\$34,320.04
Expended for Mason work	\$16,456.00	
Extra excavating	600.00	
Artificial stone work ..	164.60	
Carpenter work	8,148.00	
Plumbing work	3,307.50	
Heating work	2,868.00	
Electrical work	584.00	
Advertising	19.62	
Architect's fee.....	1,390.73	
Heating Engineer's fee	172.60	
Building permit	43.00	
	<hr/>	\$33,754.05
Balance		\$565.99

UNAPPORTIONED.

Balance	\$3,482.06
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BALANCES TO 1905.

South Eighth St. School House (Add. ground)	\$4,805.00	
Thirteenth Ward School Site and Building	14,701.05	
Seventh Ave. School House Addi- tion	565.99	
Unapportioned	3,482.06	
	<hr/>	\$23,554.10

DAVID A. MCINTYRE,
President.

R. D. ARGUE,
Secretary.

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1904.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Repairs.	Furniture and Supplies.	Heating Apparatus.	Fuel.	Miscellaneous.	Total.
Normal and Training—									
Normal Department.....	\$9,153.10	336.00	547.10	96.39	19.27	62.36	81.68	10.98	10,306.88
Training Department.	11,145.40	924.00	426.42	192.70	38.60	124.76	163.32	21.96	13,037.16
Webster Street Training.....	7,529.54	960.00	510.65	468.01	36.15	983.90	191.00	75.73	10,754.98
High	73,095.17	4,700.00	4,091.41	761.18	712.14	1,006.70	1,480.00	1,949.44	87,796.04
Burnet Street.....	15,139.67	1,205.00	932.82	1,052.64	101.42	503.61	335.00	146.81	19,416.97
State Street.....	9,046.91	900.00	371.85	507.40	177.27	164.70	160.00	40.47	11,368.60
James Street.....	3,693.34	480.00	77.03	.....	42.32	40.95	188.75	500.00	5,022.39
Washington Street.....	14,629.43	1,260.00	835.34	7,514.10	2,242.35	529.01	360.00	84.72	27,454.95
Marshall Street.....	4,264.49	550.00	51.42	26.17	4.84	5.75	26.38	30.54	4,959.59
Colored.....	4,386.25	660.00	156.29	300.95	180.70	256.38	180.50	33.62	6,154.69
Morton Street.....	31,476.42	2,760.00	2,131.47	679.74	728.66	814.85	899.00	450.49	39,940.63
William Street.....	3,370.18	360.00	72.89	.....	10.67	4.75	.....	900.00	4,718.49
Monmouth Street.....	19,615.29	1,620.00	1,172.88	846.16	301.10	327.08	856.00	78.89	24,817.40
Lawrence Street.....	10,225.61	1,020.00	442.36	1,168.15	59.83	53.47	252.00	109.02	13,330.44
Commerce Street.....	2,136.58	780.00	58.55	103.96	23.77	65.41	197.50	6.61	3,372.38
Chestnut Street.....	16,806.45	1,260.00	1,007.47	375.05	167.51	243.90	407.00	155.22	20,422.60
Lafayette Street.....	16,860.53	1,200.00	917.34	1,582.81	1,514.66	54.67	360.00	94.17	22,584.18
South Eighth Street.	21,995.04	1,380.00	1,311.17	909.73	214.99	129.58	487.00	105.52	26,533.03
Thirteenth Avenue.....	21,655.18	1,440.00	1,215.98	799.23	242.54	345.33	627.06	82.09	26,407.41

Bruce Street.....	13,300.26	1,140.00	737.76	371.34	64.44	219.41	480.00	102.02	16,415.23
Central Avenue.....	18,694.80	1,560.00	1,091.54	1,577.64	1,076.38	125.72	894.00	291.42	25,311.00
Warren Street.....	6,492.78	840.00	324.26	30.12	64.13	91.30	344.69	49.49	8,236.77
Wickliffe Street.....	5,715.88	660.00	166.44	104.97	25.68	72.60	169.19	30.27	6,945.03
Summer Avenue.....	16,596.98	1,260.00	770.21	415.27	405.41	261.62	532.00	215.07	20,456.56
Elliot Street.....	15,539.99	1,085.00	935.11	377.31	28.02	236.62	386.38	59.42	18,647.85
Ridge Street.....	3,377.57	600.00	205.74	151.23	12.07	20.30	120.00	5.58	4,492.49
Abington Avenue.....	7,015.54	900.00	306.70	151.69	26.68	126.17	267.07	110.85	8,904.70
Summer Place.....	6,116.31	900.00	285.39	204.83	109.15	144.76	337.00	33.94	8,131.38
Miller Street.....	17,264.65	1,380.00	1,085.36	264.08	56.34	376.21	743.00	104.87	21,274.51
Elizabeth Avenue.....	5,249.59	780.00	232.65	135.62	18.72	154.60	205.00	61.88	6,838.06
Charlton Street.....	24,199.08	1,860.00	1,229.66	604.85	1,290.91	540.08	1,156.25	205.54	31,086.37
Peshine Avenue.....	2,407.30	480.00	116.03	687.41	33.66	163.87	91.50	4.90	3,984.67
Prospect Avenue.....	1,600.92	300.00	61.33	71.33	5.73	89.63	53.00	.....	2,181.94
Park Avenue.....	1,447.81	300.00	50.54	65.53	5.75	3.50	57.50	.....	1,930.63
Oliver Street.....	15,820.92	1,495.00	938.63	314.64	182.87	511.28	640.00	212.24	20,115.58
South Street.....	14,997.59	1,260.00	766.57	1,333.54	142.53	380.30	567.00	66.60	19,514.13
Walnut Street.....	6,743.75	840.00	276.13	525.84	81.87	44.10	72.50	39.18	8,623.37
Ann Street.....	16,511.60	1,560.00	850.28	1,017.42	124.78	447.94	627.00	195.34	21,334.36
North Seventh Street.....	17,182.35	1,560.00	925.02	844.36	410.33	6,273.42	587.00	456.29	28,238.77
Roseville Avenue.....	9,299.91	900.00	436.05	220.70	253.53	836.32	314.00	44.02	12,304.53
Sussex Avenue.....	8,718.62	1,060.00	577.02	52.21	2,555.41	411.05	220.00	81.25	13,675.56
South Market Street.....	18,379.29	1,560.00	977.51	646.10	504.12	1,407.89	540.00	293.08	24,307.99
Hamburg Place.....	22,223.25	1,550.00	1,339.80	1,295.13	98.04	597.30	917.00	50.96	28,071.48
Hawkins Street.....	8,720.61	1,020.00	554.30	335.48	1,864.44	16.07	260.00	27.77	12,798.67
South Tenth Street.....	20,896.42	1,320.00	1,268.22	1,430.58	146.33	263.00	687.00	21.11	26,032.66
Camden Street.....	19,734.81	1,380.00	1,043.11	930.41	133.93	106.28	587.00	92.77	24,013.31
Waverly Avenue.....	14,532.70	1,200.00	809.59	888.70	363.83	293.47	520.00	112.94	18,721.23
Fifteenth Avenue.....	18,675.90	1,380.00	1,124.15	3,373.47	553.29	394.75	725.00	180.58	26,407.14
Hawthorne Avenue.....	9,788.83	900.00	621.99	315.22	264.75	245.81	557.00	104.59	12,798.19
South Sixteenth Street.....	.....	.....	.....	.....	391.34	.....	.....	.....	391.34
Newton Street.....	26,210.79	1,500.00	1,703.33	1,369.06	2,454.32	285.37	687.00	80.30	34,290.17
Eighteenth Avenue.....	21,304.12	1,500.00	1,315.61	1,151.01	314.93	124.41	729.50	48.00	26,487.58

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1904.—Continued.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Repairs.	Furniture and Supplies.	Heating Apparatus.	Fuel.	Miscellaneous.	Total.
Livingston Street.....	\$6,382.82	660.00	275.77	10.50	14.60	23.10	141.50	1,084.68	8,592.97
Bergen Street.....	17,004.25	1,440.00	1,130.87	400.22	1,186.89	265.60	627.00	153.72	22,208.55
Franklin.....	20,849.27	1,500.00	1,250.08	1,116.64	990.58	285.19	600.00	167.61	26,759.37
Seventh Avenue.....	15,823.82	1,275.00	851.43	120.58	3,136.72	289.28	530.00	510.46	22,527.29
Academy Street Ungraded...	1,300.00	240.00	23.18	.....	3.99	.....	.....	200.00	1,767.17
Commerce Street Ungraded...	1,378.75	.....	23.80	.....	7.60	.....	.....	.....	1,410.15
Central Evening High.....	4,534.07	113.25	256.08	.....	.....	.....	.....	271.60	5,175.00
Thirteenth Ave. Even'g High	3,496.18	56.25	28.18	.....	.....	.....	.....	120.48	3,701.09
Hamburg Pl. Evening High...	2,427.41	53.25	2.55	.....	.....	.....	.....	158.40	2,641.61
Franklin Evening High.....	1,874.13	37.50	22.11	.....	.....	.....	.....	24.76	1,958.50
Washington Street Evening.	2,126.00	75.75	100.38	.....	.....	.....	.....	163.10	2,465.23
Morton Street Evening.....	4,171.75	123.00	177.40	.....	90	.....	.....	746.00	5,219.05
Lafayette Street Evening...	2,510.00	71.25	130.13	.....	20	.....	.....	319.80	3,031.38
Thirteenth Avenue Evening.	1,366.82	51.00	93.31	.....	30	.....	.....	63.11	1,574.54
Central Avenue Evening.....	2,786.00	84.00	171.27	.....	85	.....	.....	243.95	3,286.07
South Street Evening.....	2,045.00	66.00	63.48	.....	30	.....	.....	280.56	2,455.34
South Market Street Evening...	1,784.00	48.75	69.83	.....	20	.....	.....	245.10	2,147.88
Hamburg Place Evening.....	1,886.84	71.25	158.84	.....	.....	.....	.....	166.31	2,283.24
South Tenth Street Evening...	1,985.00	54.75	90.79	.....	20	.....	.....	161.10	2,291.84
Newton Street Evening.....	2,339.00	66.75	120.82	.....	.....	.....	.....	305.10	2,831.67

Eighteenth Avenue Evening.	2,237.00	70.50	134.78	.....	.....	.....	.....	.....	2,687.80
Bergen St. Evening.....	324.00	10.50	3.64	.....	.....	.....	.....	.....	397.75
Franklin Evening.....	3,074.87	106.50	232.40	.....	.....	.....	.....	.....	3,745.47
Drawing.....	5,075.50	875.00	285.45	.....	25.07	.....	.....	172.31	8,186.25
Morton Street Summer....	1,040.00	57.00	24.22	.....	.....	.....	.....	.....	1,122.74
Monmouth Street Summer..	838.50	33.00	37.70	.....	.....	.....	.....	.....	905.72
Thirteenth Avenue Summer.	636.00	34.20	19.47	.....	.....	.....	.....	.....	691.19
Bruce Street Summer.....	609.50	33.00	20.84	.....	.....	.....	.....	.....	664.86
Central Avenue Summer...	564.34	30.00	14.74	.....	.....	.....	.....	.....	610.60
Warren Street Summer.....	532.50	24.60	6.12	.....	.....	.....	.....	.....	564.74
South Street Summer.....	526.50	30.00	14.50	.....	.....	.....	.....	.....	572.52
South Market Street Summer	455.00	21.00	9.50	.....	.....	.....	.....	.....	487.02
Hamburg Place Summer...	845.50	51.00	17.74	.....	.....	.....	.....	.....	915.76
South Tenth Street Summer.	613.00	30.00	21.71	.....	.....	.....	.....	.....	666.23
Camden Street Summer....	667.09	33.00	36.27	.....	.....	.....	.....	.....	737.88
Fifteenth Avenue Summer...	602.50	30.00	33.34	.....	.....	.....	.....	.....	667.36
Eighteenth Avenue Summer.	1,035.50	57.00	15.70	.....	.....	.....	.....	.....	1,109.72
Bergen Street Summer.....	470.50	30.00	28.20	.....	.....	.....	.....	.....	530.23
Franklin Summer.....	693.50	36.00	13.04	.....	.....	.....	.....	.....	744.07

PRESIDENT'S ADDRESS.

PRESIDENT'S ADDRESS.

To the Honorable Board of Education of the City of Newark:

GENTLEMEN —I appreciate very much the high honor of being elected to the presidency of this Board, and I thank you for the confidence manifested in me. It shall be my aim to prove myself worthy of your approval and of benefit to the schools of Newark.

It has been deemed advisable to organize this Board on a somewhat different plan from that followed in the past, and the action recently taken, which will be ratified here to-night, in consolidating and reapportioning the work of the committees is an evidence of our intention to conduct the affairs of the Board in a systematic, thorough, business-like manner. All that is desired and hoped for in this respect can be accomplished, if we approach our duties with intelligence, courage, honesty, and common sense.

There are many reasons for congratulations on this occasion. During the year just closed the enrollment has been larger and the attendance in day and night schools more regular. Such regularity is due in great measure to the excellent and thorough work of the Attendance Department, and the result is so worthy that it well deserves our notice. The success of the evening high schools and the increased usefulness and efficiency of our evening school system deserves mention and commendation. The free lectures are popular and there is every indication of such appreciation by the people, that it would seem desirable to extend this work. Physical Culture has been successfully introduced. The special branches of study under the direction of the special teachers have been developed to a satisfactory degree of proficiency. The Public Library has been of inestimable service to our schools. The Librarian and his assistants have co-operated in every possible way with the teachers and grateful acknowledgment is due from this Board.

Having served for some years on the Teachers' Committee, I feel justified in saying that we have in the schools of Newark, a body of teachers and principals as competent, as devoted to their work, as zealous for the success of their pupils and of the schools as any to be found in this country. I deem it a privilege to acknowledge the part taken by principals and teachers in achieving whatever measure of success has attended the efforts to make the Newark schools worthy, the city of our pride. The present high standard of scholarship, ability, and fitness required for appointment to position in our system and the various checks placed upon advancement make it certain that our schools shall have the services of a well prepared and capable body of men and women. It is important that honesty, courage and firmness be exercised in giving permanent appointments. It should be the policy of this Board to maintain the highest standard for admission, to offer incentives to worthy and capable men and women, and to give the largest rewards possible for faithful, competent and successful service.

It is true, without doubt, that advancement has been made in the common branches of study, but it is equally certain that there is still room for improvement. The public demand that children leaving our schools shall be proficient in the elements of an education. Our Superintendent of Schools has emphasized this phase of education in the past. The requisite preparation for life is to learn to write, to spell and to use language well, and to be able to do accurately the few fundamental things in calculation. The schools attempt to do more—they should do more—and yet do these things well. To give the children a taste for good reading, to give them knowledge of the world and mankind, to broaden their views of life, and to form proper habits of work are no less important aims. A probable cause of weakness in the schools is the great number of subjects taught. The educational experts have not solved the problem of teaching the many subjects in the limited time, and the teachers complain, with good reason, that the task is not only arduous to them, but exceedingly difficult for the children. The problem of adjustment is indeed a pressing one and steps should be taken by this Board toward solving it.

The selection of text-books for use in our schools is a matter of great importance—the chief considerations should be to benefit the children and to aid the teachers in their work of instruction. A plan that shall be more satisfactory than the one now in use should be devised by the Text-Book Committee.

It is a cause for regret that the school buildings of Newark are not only plain and unattractive in appearance and so varied in architecture that the city in this respect compares unfavorably with cities of far less population and wealth. If a large enough appropriation can be secured, more desirable buildings will be erected in the future.

Last year one new school house was built and six others were enlarged, yet annexes had to be rented, portable buildings used, and in some schools it was necessary to have half-day classes. Steps should be taken at an early date to secure an appropriation large enough to provide accommodations so that every child may have a full day's schooling. In all new buildings provision should be made for assembly rooms. Sufficient ground should be purchased so that the children may always have ample playground.

The need of additional high school accommodations is very pressing and immediate action should be taken looking to the erection of a new building.

Under the administration of Mayor Doremus, no one need feel that any opposition to additional school facilities will ever be encountered, his policy has always been to deal fairly with the schools so they shall not be unreasonably limited for funds.

He demands, however, that economy and good judgment be exercised in the management of the affairs of the Board. It should be our aim to co-operate with him to the end that the best results may be secured.

The personnel of the Board changes from year to year, but the schools remain, and we must be actuated by what will add to their effectiveness and success. Supervision is a means to this end. It should be the policy of this Board, not only to maintain a system of supervision, but to insist that the kind and quality shall be such as will broaden the horizon of the class teacher, elevate, instruct and assist her.

To-night we begin a new year, and it is well for us to remember that promises unless redeemed by performances count for little. I feel confident that the committees of the Board of 1905 will conscientiously do their work, and that this Board will, with loyal devotion to the schools, endeavor to serve them in the best manner possible. In this way only can our administration be successful.

PART II.

REPORT OF THE CITY SUPERINTENDENT.

THE FORTY-EIGHTH ANNUAL REPORT

OF THE

City Superintendent of Schools.

To the Honorable Board of Education of the City of Newark:

GENTLEMEN —In pursuance of law and of the rules and regulations of your honorable body, I have the honor to submit my fourth annual report of the public schools of the City of Newark, the same being for the year ending January 31st, 1905.

The statistics contained in the superintendent's report cover the school year which ends June 30th, 1904, the date of the close of the State school year. In judging, therefore, the present condition of the schools in respect to enrollment, attendance, sittings, etc., a due allowance must be made for growth during the half year that has elapsed since most of the statistics were collected.

In order to discuss more intelligently the need for new buildings, the need for additional high school accommodations and certain other matters of pressing importance, the statistics in some instances have been brought down to date.

In the choice of topics to present for your consideration, I have omitted several heretofore discussed at some length in order to bring this report within reasonable limits and because there seems to be no immediate need to restate problems that are still fresh in your minds.

At the opening of the schools in September of this year the enrollment exceeded that of the corresponding month of the year preceding by upwards of 2,385 pupils. Figuring

the total increase in population on the basis of 5 to 1 as compared with the increase in public school attendance, it appears that during the past year the City of Newark has gained in population at least 13,000 to 14,000 persons. This estimate does not include the growth by annexation, but only the natural growth of population within the limits of the city as fixed a year ago. On the first of January, 1905, the Borough of Vailsburgh became a part of Newark by annexation. This brought into our school system seventeen additional teachers and between 700 and 800 pupils.

The U. S. census of 1900 gave the City of Newark a population of 246,000. The rapid and continuous growth of the city during the past five years makes it probable that a census taken this year will show that Newark now has a population of not less than 285,000 to 300,000. The certainty that this rapid growth will continue, as a result of conditions with which every one is familiar, should be kept constantly before the Board in considering many matters of present and future policy. We cannot think of Newark as a stationary city; much less can we think of Newark as a decadent city. Proximity to the great metropolis of the country, whose rapid and continuous growth must soon compel its citizens to seek homes elsewhere, makes it absolutely certain that the growth of Newark in the near future will surpass all previous records. The tunneling of the Hudson river by the Pennsylvania Railroad, an undertaking already begun, with the prospective tunneling by other railroads which pass through our city, will make Newark and its suburbs easy of access to thousands of people who now live in New York. They will find better as well as cheaper homes in the attractive suburbs of northern New Jersey and particularly of Essex county. There is no other place near New York that offers greater advantages either for homes or for business, than does the city of Newark.

I speak of these matters in order to emphasize the fact that in all plans for the future, large ideas of Newark's growth and destiny should fill our minds. Newark cannot be isolated or provincial if she would; the future growth and development of our city will depend largely upon the growth and development of the near by metropolis.

INCREASE IN ENROLLMENT AND ATTENDANCE.

In order to show the steady growth in public school enrollment and attendance for the past five years the following figures are given:

<i>Year.</i>	<i>Total Enrollment Increase.</i>	<i>Average Enrollment Increase.</i>	<i>Average Attendance Increase.</i>
1900	1,370	1,230	855
1901	3,130	2,498	2,425
1902	2,755	671	1,512
1903	1,611	684	981
1904	1,512	1,777	1,792
Average	2,075	1,372	1,513

The exceptional enrollment and attendance for the year 1901, as shown above were due, without doubt, to the large increase in school accommodations for that year. It was the year when a special appropriation of \$300,000 for additional buildings first became available. The remarkable increase in the following year, 1902, may be attributed to the same cause. It seems to be an invariable rule that an enlargement of school facilities is followed quickly by a largely increased school attendance. It will be noticed, however, that without any corresponding increase in facilities the increase in average enrollment for the past year more than doubled that for 1903 and for 1902 and nearly equaled that for 1901.

In order to enable the Board to act more intelligently in providing for additional school accommodations likely to be needed in the immediate future, I beg to submit the following statistics which are for the month of November, 1904:

NEEDED SCHOOL ACCOMMODATIONS.—NOVEMBER, 1904

SCHOOL.	CLASS ROOMS IN				CHILDREN ENROLLED IN					Without Desks.	On Waiting List.	Total Number to be Properly Accommodated.
	Courts, Hallways,	Rented Annexes.	Portable Buildings.	Unsatisfactory Buildings.	Court Rooms, Etc.	Rented Annexes.	Portable Buildings.	Unsatisfactory Buildings.	Half Day Classes.			
Normal and Training.....	.....	.....	.....	.....	.....	.....	81	.....	.....	20	17	37
Burnet Street.....	.....	.....	2	.....	.....	.....	.....	.....	.....	.....	.....	81
State Street.....	.....	.....	.....	.....	.....	.....	88	.....	88	12	.....	12
Morton Street.....	.....	.....	2	.....	.....	.....	.....	.....	.....	117	18	267
William Street.....	.....	4	.....	.....	.....	192	.....	.....	.....	8	34	192
Monmouth Street.....	.....	.....	.....	.....	.....	.....	.....	159	.....	.....	.....	42
Commerce Street.....	.....	.....	.....	4	.....	.....	.....	.....	71	.....	.....	159
Chestnut Street.....	.....	.....	.....	.....	237	.....	.....	.....	43	2	2	40
South Eighth Street.....	5	.....	.....	.....	144	.....	.....	.....	88	.....	.....	269
Thirteenth Avenue.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	188
Warren Street.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	6
Wickliffe Street.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	4
Summer Avenue.....	1	.....	4	.....	32	.....	175	.....	.....	.....	.....	32
Elliot Street.....	.....	.....	.....	.....	.....	.....	.....	.....	87	.....	.....	175
Abington Avenue.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	44
Charlton Street.....	1	.....	.....	.....	50	.....	.....	.....	.....	4	.....	50
Ann Street.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
South Tenth Street.....	.....	.....	.....	.....	276	.....	.....	.....	.....	.....	.....	276
Camden Street.....	5	.....	.....	.....	163	.....	.....	.....	.....	21	8	192
Waverly Avenue.....	1	.....	.....	.....	206	.....	.....	.....	.....	.....	.....	206
Fifteenth Avenue.....	4	.....	.....	.....	81	.....	.....	.....	.....	12	6	99
Hawthorne Avenue.....	2	.....	.....	.....	77	.....	.....	.....	.....	24	20	104
Newton Street.....	1	.....	.....	.....	.....	.....	90	.....	.....	.....	.....	44
Eighteenth Avenue.....	.....	.....	2	.....	90	.....	.....	.....	.....	.....	.....	180
Livingston Street.....	2	8	.....	.....	.....	385	.....	.....	47	.....	.....	482
Bergen Street.....	.....	.....	.....	.....	.....	.....	.....	.....	84	64	4	42
Total.....	23	12	10	4	1,346	577	431	159	507	316	114	3,177

The foregoing table gives in condensed form our present need of additional and better school accommodations. It presents, also, in an emphatic manner the chief problem with which the Board will have to deal during the next twelve months.

Compared with conditions that existed one year ago, it will be seen that considerable improvement has already been made, thus:

BUILDING OPERATIONS FOR THE YEAR JUST COMPLETED.

For the purpose of securing additional school accommodations there was appropriated for the use of the Board during the year of this report, the small sum of \$200,000., as has been stated. With this meagre appropriation additions were built to five (5) old buildings and one (1) new building was erected, as follows:

Sussex Avenue addition, 10 rooms, opened September 1, 1904.

Lafayette Street addition, 6 rooms, opened September 1, 1904.

Hawkins Street addition, 8 rooms, opened September 26, 1904.

Newton Street addition, 6 rooms, opened October 10, 1904.

Seventh Avenue addition, 12 rooms, opened November 1, 1904.

Washington Street addition, 10 rooms, opened October 12, 1904.

South Sixteenth Street, new, 12 rooms, to be opened about February 15th, 1905.

Of the ten (10) new rooms added to Sussex Avenue School, all but four (4) have already been filled; of the six (6) rooms added to the Lafayette Street School, all but one are now filled; of the eight (8) rooms added to the Hawkins Street School, all but two (2) are now filled; of the six (6) rooms added to the Newton Street School, all are now filled; of the ten (10) rooms added to the Washington Street School, all but two (2) are now filled. The new building on South Sixteenth Street will be opened, it is expected, soon after February 1st; it is probable that at least ten

(10) rooms in this building will be occupied from the day of opening. As soon as the warm weather comes it is probable that all the rooms will be occupied. This will leave us in practically the same position we were a year ago. This school should have been built to accommodate twice as many pupils. It is a short sighted policy to build school houses that are too small.

	Dec., 1903.	Dec., 1904.
No. class rooms in—		
Courts, hallways, etc.....	35	23
Rented annexes.....	12	12
Portable buildings.....	10	10
Unsatisfactory buildings.....	16	4
No. of children enrolled in—		
Court rooms, etc.....	1,966	1,346
Rented annexes.....	476	577
Portable buildings.....	430	434
Unsatisfactory buildings.....	675	159
No. of pupils—		
Enrolled in half-day classes.....	750	507
Without desks.....	328	316
On waiting list.....	185	114
Total number to be properly provided for.....	4,551	3,177

The completion this month of the new South Sixteenth Street building will relieve the Hawthorne Avenue School and will possibly give a slight relief to other adjacent schools. This relief, however, will be only temporary and will not materially alter conditions as shown by the preceding table. *The fact remains that over 3,000 pupils have not been, as yet, properly provided for.*

It is obvious that last year's appropriation of \$200,000 was wholly inadequate to meet the situation. Additional school accommodations are needed in all sections of the city. It will require at least twice or three times that amount to approximate our present requirements. And this does not take into consideration our needs a year hence. The real problem is not to provide merely for the 3,177 pupils not

properly cared for at this time. A year at least will elapse before any new buildings can be completed. By that time the certain increase of not less than 2,500 new pupils will present a further difficulty. In figuring, therefore, to meet conditions as they exist, provision must be made, not only for 3,177 pupils now unprovided with suitable school accommodations, but for 2,500 more, that is, for 5,677 in all.

On a basis of forty (40) pupils to a class this will call for 142 new class rooms, that is, for ten (10) new buildings of fourteen (14) rooms each, or for seven (7) new buildings of twenty (20) rooms each. Figured at a cost of \$5,000 per room, the standard cost in many cities, the inadequacy of appropriations heretofore made will be apparent. At least \$600,000. will be required at once for new buildings in order to enable the Board to catch up with the demand for school accommodations likely to arise a year hence.

WHERE ADDITIONAL ACCOMMODATIONS ARE MOST NEEDED
AT THE PRESENT TIME.

A careful study of present school conditions would seem to indicate that additional accommodations are most needed at this time in the following localities:

First.—To relieve the overcrowded condition in each of the following schools: Charlton Street, Morton Street, William Street, Monmouth Street, Newton Street, Eighteenth Avenue and Livingston Street. This relief can be secured by erecting a single building, containing not less than thirty (30) rooms, upon a centrally located site. The cost of a new site and building, together, will probably be much less than the cost of making additions, as would otherwise be necessary, to three or four of the buildings named. A new building centrally located will have this advantage, that it can take the overflow from *all* of the schools named above, thereby relieving all simultaneously.

An addition to the Eighteenth Avenue building, for instance, would give no relief to the Morton Street School, it being too far away; for the same reason an addition to the Charlton Street building would give no relief to the Newton Street School. *Only by the erection of one large centrally*

located building could relief be given simultancously to all the buildings comprising this circuit.

The necessity for relief in the case of each of the schools above named will be seen by reference to the following table which shows the number of pupils not properly cared for at the present time:

Eighteenth Avenue School	180	pupils
Livingston Street "	432	"
Newton Street "	44	"
Morton Street "	267	"
William Street "	192	"
Monmouth Street "	42	"
Charlton Street "	50	"
<hr/>		
Total	1,207	"

A new building, therefore, located as suggested, is manifestly needed. It should provide sittings for not less than 1,200 pupils; hence, a thirty (30) room building is the smallest that can possibly fulfill this demand.

Second.—The overcrowded condition of the Elliot Street School has been known to the Board for some years. This school now requires the use of two portable buildings to accommodate an overflow of 175 pupils. No adequate relief can be had by building an addition to any other building, say an addition to the Summer Place building or to the Ridge Street building. There is no possible way of relief except by the erection of an addition to the Elliot Street School. This addition should contain at least twelve (12) rooms. It should be erected in the rear and independent of the present building so that at some future time the present building, which is unsatisfactory, may be removed and another of twelve (12) rooms erected on the same site. This would give, if properly planned, a single up-to-date school building of twenty-four rooms. I would repeat, therefore, my recommendation made last year that additional land be purchased for an addition to the Elliot Street school.

A few years hence, as the Forest Hill section of the city increases in population, another good sized building will need to be erected either on the Ridge Street site or on some

other site as future conditions may seem to justify and demand. The acquisition of additional ground for the Elliot Street School is an absolute necessity.

Third.—Within the triangle formed by the South Tenth Street School, the South Eighth Street School and the Fifteenth Avenue School a new building is needed. The number of children now enrolled in each of these schools who are not properly provided for, is as follows:

South Tenth Street School.....	276	pupils
South Eighth Street “	269	“
Fifteenth Avenue “	99	“
<hr/>		
Total	644	“

The South Tenth Street School is, perhaps, the most unsatisfactory of any in the city. There are five court rooms now in use as class rooms, which are wholly unfit for class room purposes. In these court rooms are now taught 276 pupils including the kindergarten.

An addition to the South Eighth Street School, as proposed last year, will give relief to that school, but will give no relief to the South Tenth Street School, these schools being too far apart.

The Fifteenth Avenue School has long since reached its full capacity. That it will be wholly inadequate to accommodate the pupils who are likely to seek admission the coming year, will be realized when it is known that not less than twelve (12) large dwelling houses containing six (6) apartments each are now in process of erection close to said school. Further building operations now contemplated will increase the demand for school accommodations in this locality. A new building midway between the South Tenth Street School and the Fifteenth Avenue School will be absolutely necessary within a short time to accommodate the overflow from these two schools alone.

An addition to the South Eighth Street School building will be needed to provide for the pupils in its immediate vicinity.

I would, therefore, recommend the erection as soon as possible of a building centrally located to the three schools above named.

Fourth.—Again, the triangle formed by the Bergen Street School, the Waverly Avenue School and the Eighteenth Avenue School presents another problem: The number of pupils not properly accommodated at the present time in each of these schools is shown below:

Bergen Street School	42	pupils
Waverly Avenue School.....	206	"
Eighteenth Avenue School.....	180	"
Livingston Street School.....	432	"
<hr/>		
Total	860	"

The erection of a new building east and north of the Eighteenth Avenue School, as already stated (See first recommendation) will accommodate for the time being all or nearly all of the pupils improperly cared for by the Eighteenth Avenue and the Livingston Street Schools.

It is probable, however, that the other five schools to be relieved by one and the same new building (See first recommendation) will exhaust its capacity after a year or two without affording full relief to the Eighteenth Avenue and to the Livingston Street Schools. But neither the Waverly Avenue School nor the Bergen Street School will get relief except by building additions to both, which I cannot recommend, or by the erection of a new building midway between them, say, upon Avon Avenue, west of Badger Avenue. A school located somewhere in this neighborhood besides giving permanent relief to the Bergen Street School and to the Waverly Avenue School would accommodate at the same time whatever overflow might come from the Eighteenth Avenue School on the south and west. The improved trolley facilities in this section are likely to give rise to increased building operations which are even now quite active.

Fifth.—Less than two years ago, an addition of nine (9) rooms was made to the Thirteenth Avenue School building. During the past year an addition was made, also, to the Newton Street School building. These school buildings are near each other and not distant from the Bruce Street School

building. The Camden Street School district adjoins the Bruce Street School district on the south.

The number of pupils not properly accommodated in each of the foregoing schools is shown by the following:

Thirteenth Avenue School.....	188	pupils
Newton Street “	44	“
Camden Street “	192	“
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Total	424	“

Leaving out of consideration the 44 pupils now attending the Newton Street School, otherwise provided for (See first recommendation), there would remain nearly 400 pupils in the other two schools, the Thirteenth Avenue and the Camden Street Schools, unprovided for at the present time. I would recommend, therefore, that the unfinished third floor in the Bruce Street School building be utilized, thereby providing four additional class rooms, which would do something to relieve the situation. It may be thought advisable to use this unfinished floor for a school auditorium; in that event, I would withdraw the foregoing recommendation and suggest other means for relief.

Sixth.—As stated in former reports, the Commerce Street building should be vacated as soon as possible. It is not a fit building in which to maintain a school. The Lawrence Street School site is large enough for an addition of six or eight rooms in the rear of the present building still leaving considerable space about the building unoccupied. When this addition is erected the old building should be thoroughly remodeled to meet the up-to-date requirements of a modern school.

The Lawrence Street School district is an admirable one for “school extension” work. The remodeled and enlarged building should contain at least four additional class rooms, a work shop, kitchen, gymnasium, library and auditorium.

The attention of the Board has already been called to some of these needs through a communication from the Federation of Parents’ Associations, the Educational Association and other bodies. I sincerely hope a way may be found to make

a trial of the admirable means of civic betterment recommended by the bodies above named.

Seventh.—The Hamburg Place School has been for several years one of the most crowded in the city. The Ann Street School, which is near by, has reached its full capacity. The Lafayette Street School, also near by, can give no relief since the addition of six rooms a year ago has already become exhausted. I am at a loss to know what recommendation to make other than that additional land should be purchased in the rear of the Hamburg Place building so that an addition may be erected at as early a date as possible if it is found that no better provision can be made.

It is not unlikely that the natural growth of this section in the next few years will make necessary the purchase of a new site and the erection of a new school building somewhere below Hamburg Place and Ann Street. The location of a school in this locality was contemplated by the Board a few years ago.

OTHER IMPROVEMENTS THAT ARE GREATLY NEEDED.

1. The attention of the Board has more than once been called to the unsatisfactory character of the Burnet Street School building. The rooms are many of them small and badly lighted. The building was designed after a model long since abandoned as unsuitable for the purposes of a modern school. By the use of a portable building overcrowding has been temporarily relieved; but it is scarcely likely that this relief will be permanent.

2. As soon as practicable the old Morton Street building should be torn down and a new building erected upon the same site. By building up to the street line on the west the inner court could be somewhat enlarged, which is most desirable, and at the same time as many class rooms of proper size secured as are now in the old building. But before any enlargement is made to the Morton Street building, I would strongly recommend the acquisition by the Board of suitable playground facilities in the neighborhood of this school. Here we have gathered nearly 2,000 pupils with no provision whatever for proper playground facilities, either

indoors or out of doors. By acquiring a strip of ground opposite and fronting the school on the Morton Street side, a small park could be secured which would be a godsend to this thickly crowded section of the city. During the summer months it could be used for public playgrounds in connection with the summer school, which is one of the largest and best attended in the city. At some future time a covered gymnasium could be erected in this park and the "school extension" plan recommended for the Commerce Street School might be inaugurated.

3. I desire, also, to renew my recommendation of last year that additional playgrounds should be secured for the Lafayette Street School. It seems to me that no time ought to be lost in securing proper out-of-door play space for all our large schools and especially those in congested districts.

SCHOOL GROUNDS AND BUILDINGS CONSIDERED.

It has been the too common practice in former years to meet the constantly arising demands for more school accommodations by building additions to old buildings. This practice has been resorted to not because of any belief in its merit, but in order to avoid the purchase of additional land. The small appropriations made to the Board from year to year did not permit the purchase of much additional land. As a result school grounds that were, perhaps, ample for the original school building of eight or ten rooms, have been covered by successive additions so as to leave little or no space for out-of-door exercise. This has been unfortunate. Every school building should have, if possible, sufficient yard space for out-of-door play in suitable weather. As a relief from the tension and confinement of the school room there is nothing so valuable as a few minutes of unrestrained, natural out-of-door play. The zest and satisfaction that pupils derive from a few minutes' recreation of this kind, may be observed at any time by visiting during the recess period any of the few schools whose play grounds fortunately remain.

But, setting aside all moral and hygienic considerations, is it in fact business economy to restrict our school plots

at the present time to scarcely more than the bare space which the buildings actually cover? In a few years the land adjacent to many of our school buildings will be difficult to acquire at a cost greatly in excess of its present value. Inasmuch as land is now comparatively cheap, and if acquired by the city for school use will pay no tax, it would seem even from the speculator's standpoint to be a good investment to buy larger school sites. This would be true even if the land were to stand unimproved and idle. But, if converted into school play-grounds, it would not stand idle in any sense; the city would receive a never failing dividend during the whole period of its gradual enhancement in value through the use that the children would make of it. It seems to me, therefore, that it would be good business judgment to acquire sufficient land under such conditions. It is not likely that the city will ever need to sell and abandon any of the property thus acquired; but if, owing to the shifting of population, a school must eventually give way to stores and factories, the site thus vacated would, in nine cases out of ten, sell at a price far above its original cost. Whereas, it might not ordinarily be good business policy for a city to buy and hold for a rise unimproved land, that is, speculate in real estate, the purchase of good sized and well located school sites could scarcely be considered in the light of a speculation pure and simple since they would be put to use from the very beginning, and that, too, the very best use, as play-grounds and breathing spaces for the children. Hence, it is a mistake, it seems to me, from whatever standpoint considered to secure merely enough land upon which to erect a building with little or no adjacent space, either for play-grounds or for possible enlargement of building when growth of population shall make additional land a necessity.

A modern school building may reasonably be expected to serve its purpose for thirty or forty years at least. Before the expiration of that period the one story and two story frame houses and brick houses that constitute the majority of the homes of our people, will be torn down and replaced by three and four story brick buildings. By this means population will be condensed, compelling the enlargement of existing school buildings to accommodate the largely in-

creased number of school children in a given area. The economy arising from the ownership and possession of spacious school sites will then be evident. How much better for the city to secure its school sites now while land is relatively cheap and thereby enable a generation of children to enjoy the same during the city's growth and development. I would plead, therefore, for large school sites when new buildings are to be located, especially in the suburbs of the city. Not twelve city lots, but at least twenty-four city lots or a whole block, should be secured wherever and whenever practicable. Forty years hence, yes, twenty years or even ten years hence, the citizens of Newark will commend the business sagacity of those who now control its affairs if they exercise the good business judgment which is their bounden duty.

SCHOOL BUILDINGS SHOULD BE LOCATED ON CORNER LOTS.

In order to make sure that no adjoining building or buildings shall hereafter be erected in such close proximity as to cut off the light and air from school buildings, corner lots should always be selected. Since the city already owns its streets just so much adjacent land surface is added to the school surroundings without additional cost. To locate a school building in the middle of a block, as has been done frequently in the past, adjacent land on both sides must be purchased. The erection of private buildings in too close proximity may cut off air and light—both absolutely essential to the well being of large numbers of children housed in a single building for long periods each day.

SIZE OF SCHOOL BUILDINGS.

Authorities quite generally agree that wherever possible a school building should contain not more than 1,000 to 1,200 pupils. Twenty to thirty classes, or 1,000 to 1,200 pupils, are as many as one principal can oversee properly.

In rare cases, where population is congested and building sites costly to acquire, the Board may be justified in erecting buildings of 30 to 40 rooms. This will compel, however, the employment of clerks or assistants to do the work which

the principal of a school is best fitted to perform. The school then resembles a big department store, and has a tendency to perform its functions after the mechanical methods of a business house. The fine hand of the principal is no longer seen; for, engrossed in the details of administration, he relegates to his subordinates,—to head assistants and to his vice-principal the personal contact with teachers and pupils which alone inspires confidence and zeal. The whole atmosphere of the school is changed; so far from being a home for pupils as well as a workshop, it becomes a workshop merely—and great is the moral and intellectual loss!

A school of twenty to thirty class rooms is large enough for economical and efficient class organization; it affords rooms enough for the sixteen grades that comprise a full grammar school; it provides, also, for kindergarten, library, workshop and kitchen.

EVERY SCHOOL BUILDING SHOULD HAVE AN AUDITORIUM.

It is to be regretted that most of the school buildings erected in our city during the past few years have made no provision for assembly rooms. The importance of an assembly room is so evident that the reasons need only be stated. They are as follows:

First, the occasional assembling of all the pupils adds greatly to the *esprit de corps* of a school. An opportunity is afforded the principal to address his school as a whole under conditions that are far more impressive than when pupils are addressed in their separate class rooms. It enables the principal to conduct general exercises in marching, music, gymnastics, etc. It enables the principal, also, to call together his whole school from time to time to listen to interesting and valuable addresses, lectures, stereoptican exhibitions, etc.

Secondly, a school auditorium affords the means for using the school building as a social centre for the district in which it is located. In a city such as ours, with few public halls that can be used as meeting places for citizens and parents, the school auditorium is almost a necessity. But even were

public halls available without cost, they would not fully meet the wants of the school community. The school building focuses, as no other institution can, the wants and aspirations of all the people; here their children gather from day to day; it is their own building maintained by the taxes which they pay; here are no social distinctions; no distinctions of race, nationality, occupation or creed. Just as the elementary school is the most democratic institution among us for our children, so the school auditorium, filled with the parents of the children, is the most democratic meeting place for the adults of a community. The commendable interest displayed in the organization and conduct of parents' associations would be widely extended and intensified were there a suitable assembly hall in each of the larger school buildings throughout the city.

The success and popularity of carefully selected lecture courses prove how useful these might be made as a means for the diffusion of knowledge and of a right civic spirit if there were a sufficient number of suitable assembly halls in school buildings throughout the various parts of the city. It is, therefore, with much earnestness that I commend this matter to your careful consideration.

SIZE AND CHARACTER OF CLASS ROOMS.

In speaking of the size of a school building it is customary to consider the class room as the unit of dimension; thus, we speak of a building of twenty class rooms or a building of thirty class rooms. The comparative cost of school buildings is usually figured upon the basis of cost per class room.

That it has been possible to erect school buildings in our city of late years at an average cost per class room of \$3,000. to \$3,500. per room is due in a measure to the fact that our buildings have been wholly given up to class rooms, that is, have not included an assembly room, gymnasium, etc. Not until recently have our class rooms been made of standard size; wardrobes, also, have been as a rule much below the standard size.

Including class rooms of standard size, wardrobes of standard capacity, assembly hall, gymnasium and the other

requirements of a modern, first-class school building at least \$5,000 per class room is a moderate cost. I have recently gone over the cost statement of recent buildings erected in various cities from Boston to Chicago and find that a cost of \$5,000. per class room is more often exceeded than otherwise. Throughout New England there are hundreds of school buildings whose cost runs from \$5,000. to \$10,000. per class room. Upon this basis an appropriation of \$100,000. for a twenty room school house is far from being an extravagant demand.

That our Newark buildings have cost so much less than the above is due to the facts that I have stated, namely, undersized class rooms, cramped wardrobes, lack of assembly halls, and lack of the other generally accepted requirements of an up-to-date school building.

LACK OF UNIFORMITY IN SCHOOL BUILDINGS.

A person familiar with the best modern types of school-house architecture would be amazed on visiting the fifty-five school buildings in our city at the various styles of external design; but he would be amazed still more at the many deficiencies not to say incongruities, shown in the interior arrangement. He would realize at first glance that there had never been any prescribed standards, either as to external appearance, or as to internal use. In size of rooms, size of wardrobes, size and location of hallways, staircases, etc., in fact in all respects, each building would be found almost *sui generis*. The reason for the absence of any general plan would appear when it became known that our Board has been in the habit of employing a different architect for almost every building, and that each architect has been largely left to follow his own individual taste and judgment as to general plan and details. The remedy for this condition will be found only when the Board shall determine upon a fixed policy, namely, to erect all new buildings and additions according to certain definite plans previously adopted; and when it shall employ the services of a single supervising architect.

The plan, outlined by Mayor Doremus in his recent message to the Common Council, of employing a supervising architect for all city buildings is the first serious step looking toward improvement upon present conditions.

It will be a most auspicious day for the school interests of this city when a single competent school architect shall take charge of the erection of all future school buildings.

SCIENTIFIC STUDY OF SCHOOL ARCHITECTURE.

Of late years school architecture has become highly specialized. Architects who are successful in planning factories, theatres, libraries, city halls or dwelling houses are not necessarily qualified thereby to erect school buildings. The great majority of successful architects would themselves confess their inability to erect, without much special study, a school building according to up-to-date requirements. In fact, many architects do not compete when school buildings are under consideration, since it would require too much time and special study to submit plans that would do them justice.

There are, however, scattered throughout the country numerous firms of architects who have made the planning of school houses a specialty. As a result, they have developed numerous types of school buildings that are vastly superior to the best types of twenty or even of ten years ago. It is not at all uncommon for boards of education to advertise for competitive plans, as was done in the case of our new Court House and our new City Hall.

But in case it is neither possible to employ a supervising architect nor to introduce a system of submitting competitive plans, I am of the opinion that some of the benefits of competition may be secured by requiring architects to be familiar with the best work done by specialists and to incorporate these features into the plans submitted by them.

The Board should be able through the employment of an advisory architect, or architects, to determine upon certain fixed requirements according to which all plans and specifications should hereafter be drawn.

A MODEL GRAMMAR SCHOOL BUILDING.

There could be no better time than now for the Board to give an object lesson to the people of Newark as to what a model, up-to-date elementary school building should be. Public discussion of the shortcomings of our present school buildings has aroused popular interest in the subject to an unprecedented degree. The time, therefore, seems particularly opportune, if a sufficient appropriation can be got, to erect what may be considered by the best school architects of to-day as a model grammar school building.

I would suggest two locations for such a model building; one, in the "hill" section, centrally located so as to accommodate the overflow of pupils in the Charlton Street, Eighteenth Avenue, Livingston Street, Newton Street, Monmouth Street, Morton Street and William Street Schools; another, at the extreme northern end of the city to accommodate the excess of pupils now attending the Elliot Street School.

This model building, if erected in the locality first named, should be at least a thirty-room building and should be complete in every respect. It should contain besides its thirty class rooms, an assembly hall capable of seating at least 1,200 persons, a library, workshop, kitchen and gymnasium. It should be in all its appointments a perfect model of present standards of school house construction. All its details should be in accordance with the highest present standards of school house architecture. Such a building will cost at least \$150,000, not an excessive sum by any means.

A building of this kind would add greatly to the prestige of Newark, and, I am sure, to the administration under whose auspices it was conceived and realized.

THE HIGH SCHOOL QUESTION.

Less than fifty years ago, indeed, at the outbreak of the Civil War, in 1861, there were scarcely a score of public high schools in the United States, outside of New England, and these were chiefly in the large cities. According to the report of the U. S. Commissioner of Education for the year 1902, there are now over six thousand, two hundred and ninety-two (6,292) high schools in the United States. To

the credit of Newark it should be said that our city has the unique honor of being one of the first in the United States to establish a high school and to maintain it at public cost. In the year 1838 the School Committee of the City of Newark voted to establish a high school and appropriated a sum of money for that purpose. This school was specifically designated as the "Boys' High School" and was located on Bank Street. An extract from the Report of the Trustees of the New Jersey State School Fund (recently reprinted and distributed by the enterprise of Herbert Thowless, Esq., see appendix) gives the number of pupils in this High School for the year 1838-9 and the amount of money appropriated by the city for its support.

Below is given the order in which several of the first city high schools were established. It will be seen that Newark is the third city of the list to establish such a school.

1821	Boston	1849	New York City
1837	Philadelphia	1849	Springfield
1838	Newark	1853	St. Louis
1838	Buffalo	1854	Pittsburg
1839	Baltimore	1855	Louisville
1843	Providence	1856	San Francisco
1845	Worcester	1856	Chicago
1846	Cleveland	1858	Detroit
1847	Hartford	1859	New Haven
1849	Cincinnati		

The foregoing facts are introduced chiefly to show that the public high school in this country is an institution of comparatively recent origin and of rapid development.

Established in 1838 as has been stated, it was not until 1855 that the Newark High School had gained much in size or influence.

At this latter date it was reorganized in a new building and for the half century that has since elapsed it has been a constantly increasing force in the growth and development of Newark. During all these years one building has sufficed with the use for a short period only of an annex.

The time has now come when one building will no longer answer. Immediate action should, therefore, be taken to

provide additional high school accommodations for the constantly increasing number of graduates from our grammar schools.

At the beginning of next term, February 1st, 1905, after graduating the mid-year class, there will remain in the High School about one thousand three hundred (1,300) old pupils. This number is of itself quite large enough for the present building; in fact, it would be better if the number of pupils to be taught in our present building could be reduced to one thousand two hundred and fifty (1,250) or even less. But with the beginning of next term, February 1st, it is expected that not fewer than four hundred (400) new pupils will offer themselves for enrollment. This number will much exceed the capacity of the school. It will be necessary, therefore, for the Board to adopt one of three possible plans: first, to make arrangements with the trustees of the Newark Technical School to use a part of their building, as was done once before, pending completion of the present High School building; second, to use the now unoccupied rooms in one, or more, of the elementary school buildings—say, the Sussex Avenue building for pupils in the Roseville district and the Hawkins Street building for pupils residing in the “Neck” district; third, to put a part of the High School, preferably the entering class, on a shorter school day and provide for both a morning and an afternoon session.

By the last named plan incoming pupils would be divided into two sections of, say, two hundred (200) pupils each. Each section could be divided into five (5) classes of forty (40) pupils. The daily session of one section, consisting of 200 pupils, might be from 8:30 A. M. to 12:15 P. M., that is, $3\frac{3}{4}$ hours of consecutive work; and of the other section consisting, also, of 200 pupils, divided as before into five classes, the daily session might be from 12:15 P. M. to 4:00 P. M. Both morning and afternoon sessions would then be of equal duration. Some pupils might prefer to attend the morning session; others, the afternoon session.

This plan would give four regular recitation periods, and one study period, of 45 minutes each to both morning and afternoon sections. The regular morning session for all the upper classes would remain, as now, from 9 A. M.

to 12.15 P. M., with 45 minutes intermission, from 12.15 P. M. to 1 P. M., for lunch. The afternoon session for upper class pupils would remain as now.

The advantages, and disadvantages, of the several plans proposed may be briefly stated. The first plan, namely, that of securing, if possible, the use of the Newark Technical School will give excellent accommodations to 150 or perhaps 200 girls. The governing authorities of the Newark Technical School have expressed an unwillingness to offer their school building for the use of classes of boys. It is not desirable, in my opinion, to separate the girls and boys during this half year unless the separation is to be permanent; but, if separated, the boys and not the girls had best be sent to the Technical School building. I may go further and add that, on general principles, it is undesirable to divide the High School at all, provided some practicable means can be devised that will enable all the pupils of the school to be kept in a single building.

The first year's class is the class that disintegrates most quickly under even the most favorable conditions. All the *esprit de corps* of a large, well equipped and thoroughly organized school is needed to keep up the scholarly enthusiasm of pupils during their first year's experience in the High School. Not even so attractive a building as the Newark Technical School will secure the conditions most suitable to inspire in pupils a desire to remain in the High School until they complete its course of study.

The second proposed plan offers the advantage of not requiring pupils to go so great a distance from home to attend the High School. This would be its only advantage. To the objections already stated in speaking of the Technical School, there would be the added loss of prestige because of unattractive environment, and of being housed with younger pupils. The *esprit* that comes of larger numbers, and of associating with pupils of advanced classes, would be lacking. The need, also, of library, laboratory and other facilities offered by the present High School, would be seriously felt. It might be reasonably expected that pupils compelled to begin their high school course under such conditions would rapidly fall off in numbers.

The third plan proposed seems to me to offer fewer objections than either of the others. In the first place pupils would get from the beginning the benefit to be derived from associating with upper class pupils in a large, well administered and popular school. The principal of the school and his staff of assistants would come into immediate contact with new pupils immediately upon their entrance into the High School. The importance of this contact cannot be overestimated, either from the standpoint of discipline, or from the standpoint of instruction. New pupils will feel that they are an integral part of a great, orderly, hard-working, ambitious community and not of a makeshift organization.

In actual operation the shortened session possesses fewer disadvantages than appear at first glance. Pupils in the High School are now permitted, as a rule, to take not more than four subjects during the first year. These four subjects call for four daily recitation periods of 45 minutes each. The single session of $3\frac{3}{4}$ hours provides the four required recitation periods and leaves one period of 45 minutes for study. As the high school day is now divided, pupils who recite four periods get two periods for study, only one more study period than pupils will get who attend the half-day session. This loss of a single study period is not a serious one. It will require a correspondingly larger amount of home study. For some pupils who need to assist the family by working part of the day at home, in the store, etc., this plan of a shortened session may be, in fact, an advantage. The main objection, perhaps, will be found in practice to be the late dismissal, which will occur at 4:00 P. M. by the arrangement proposed. Any plan, doubtless, will prove more or less unsatisfactory; this must be expected. Until such time as a new building is erected and ready for occupancy some such makeshift provisions must be made.

Thus far I have spoken only of the comparative convenience of the several plans proposed and of their probable sufficiency to meet the conditions of a successfully organized and conducted High School. If the matter of economy in teaching and supervision is to be made a factor—and it certainly should be a factor—the plan of shortened sessions is

certainly to be preferred. By this plan it is probable that not more than three, or at most four, additional teachers will be required to instruct the 400 additional pupils.

The present size of the High School warrants the employment of one or two more teachers; in fact, the Committee on High School adopted a resolution several months ago to add two more teachers to the faculty of the school. This recommendation was made in the interest of the school as then constituted; it did not take cognizance of the largely increased enrollment for the coming term. Besides the two additional teachers contemplated by the resolution referred to, three more will probably suffice, at least for the present. There will be no need of additional supervisory officers; this will be a considerable saving in salary account.

FURTHER GROWTH IN HIGH SCHOOL ATTENDANCE CONSIDERED.

In order to enable the Board to act intelligently in the matter of providing additional high school facilities of a permanent kind, two questions must first be considered. These questions are: First, What will be the probable demand in the near future for additional high school accommodations? And, second, What character, or type, of high schools will be needed?

Stated otherwise, Will the present phenomenal increase in number of high school pupils be kept up indefinitely? And, Will the demand be for another literary high school similar to our present school, or for a manual training high school, or for a commercial high school, or for the two last named combined?

First, as to the probability that the present rate of increase in high school pupils will be kept up. For the better understanding of this problem I submit below a table giving certain facts bearing directly upon it. The chief factor in determining the probable number to seek admission to the High School, is the number of pupils now enrolled in the grammar grades of the elementary schools. Is this number increasing and likely to keep on increasing? Next, and a little closer in order of time to the immediate situation, Is the number of pupils in the 8th, or last year of the grammar

school course increasing and likely to keep on increasing? Of scarcely less importance is the answer to the question, Is the High School as now organized, and managed, "holding" and likely to continue to "hold" the heavy influx of pupils from the grammar schools?

Lastly, and of equal if not greater importance than any of the preceding questions, Are any changes contemplated in the High School curriculum that will attract greater numbers than the present curriculum, which is mainly literary? If it is contemplated to create a manual training high school, or a commercial high school, then an additional factor will need to be reckoned with. If it is contemplated to organize short high school courses, whether commercial or manual training, of two years, or of three years duration, the conditions of the problem will vary still more. Shorter courses attract more pupils, hence, the importance of considering this question in connection with all others.

Several of the questions above raised may best be studied in the light of the figures given in the following compilation gathered mostly from the published reports of previous years:

GRAMMAR SCHOOL ENROLLMENT AND ATTENDANCE.

YEAR.	ENROLLMENT.		ENROLLMENT.		GRAMMAR SCHOOL.	
	Eighth Grade.	Increase Over Preceding Year.	All Grammar Grades	Increase Over Preceding Year.	Number of Graduates.	Increase Over Preceding Year.
1897.....	900		6,207		700	
1898.....	937	37	6,320	113	710	10
1899.....	928	†9	6,361	41	727	17
1900.....	932	4	6,742	381	674	†53
1901.....	999	67	7,084	342	760	86
1902.....	994	†5	7,234	150	785	25
1903.....	1,076	82	7,938	704	850	65
1904.....	1,174	98	8,676	738	920	70
*1905.....	1,274	100	9,228	552		

* Estimated on basis of those entered first half of year.

† Decrease.

HIGH SCHOOL ENROLLMENT COMPARED.

YEAR.	Number Who Entered.	Increase Over Preceding Year.	Total Enrollment.	Increase Over Preceding Year.	Average Enrollment.	Increase Over Preceding Year.
1897.....	491		1,216		1,092	
1898.....	563	72	1,394	178	1,178	86
1899.....	533	†30	1,450	56	1,210	32
1900.....	480	†53	1,461	11	1,209	†1
1901.....	535	55	1,508	47	1,213	4
1902.....	563	28	1,475	†33	1,124	†89
1903.....	616	53	1,510	35	1,110	†14
1904.....	735	119	1,636	126	1,239	129
*1905.....	825	90	1,900	264	1,425	186

* Estimated.

† Decrease.

HIGH SCHOOL GRADUATES.

YEAR.	NUMBER OF HIGH SCHOOL GRADUATES.		TOTAL.
	4 Year Course.	Commercial Course.	
1897.....	98	40	138
1898.....	97	38	135
1899.....	81	30	111
1900.....	92	17	109
1901.....	155	2	157
1902.....	121	9	130
1903.....	118	2	120
1904.....	93	13	106

A study of the foregoing table will show that up to the year 1903 there had been no considerable increase in total enrollment in grammar grades, in enrollment in 8th year grades, or in number of grammar school graduates.

A comparison of the corresponding figures for the decade from 1890 to 1900 will show, furthermore, that the enrollment in grammar grades as well as in the High School was

practically at a standstill. This fact is all the more remarkable because in the same decade, from 1890 to 1900, statistics for the whole United States show that high school enrollment more than doubled. That the City of Newark did not participate in this phenomenal growth in high school attendance is certainly remarkable. The fact is that the present awakening to the need and value of higher education in this city is belated by almost ten years. As a general proposition what ever is true of the whole is likely to be true of a part; it being admitted then, that the high school attendance for the whole country has doubled within ten years and that Newark is merely belated, it may fairly be inferred that our high school attendance will be doubled when conditions become favorable and a beginning has once been made.

Starting with the year 1903, there was an increase of 82 pupils in the enrollment of 8th grade pupils, of 704 in total enrollment of all grammar grades, of 65 in number of grammar school graduates, and of 53 in number of grammar school graduates who entered the High School. In the following year, 1904, this ratio of increase was not only kept up, but was exceeded; there was an increase over the preceding year of 98 pupils enrolled in 8th grades, 738 pupils enrolled in all grammar grades, 70 pupils in number of grammar school graduates, and 119 pupils in number who entered the High School. The current school year bids fair to surpass all previous records. With only one-half the year completed it is plain that the increase over last year will be not less than 100 in 8th year grades, 552 in total enrollment in all grammar grades. The number of grammar school graduates for the year 1905, as well as the number of graduates to enter the High School, cannot, of course, be determined at this time.

Based, therefore, upon the uniform growth in enrollment in all grades leading up to the High School during the past three years, we may justly infer that this growth will continue, but only in case sufficient high school accommodations are afforded. Should any considerable number of pupils find it impossible, or undesirable, to attend the High School because of unsatisfactory accommodations the effect will be to dampen the ardor of pupils all along the line.

The figures given in the table that relate to high school enrollment and graduation may be studied with interest and profit. It will be noticed that in the five years from 1898 to 1903 the enrollment in the High School increased by only 116 pupils. One of the chief reasons for this slight annual increase was undoubtedly the change in location of the school from a centrally located site to the present site. But the principal reason, as I have already stated, was the failure of supply from the grammar schools.

For the two years 1902 and 1903 the average attendance at the High School was actually less than it had been in any previous year since the year 1897. The unprecedented increase last year of 129 pupils in average attendance at the High School, coupled with a probable increase of not less than 150 more for the current year, has brought about the present overcrowded conditions.

The last column in the foregoing table which gives the number of High School graduates for each year since 1897, needs some explanation. Comparing total enrollment, average enrollment and number of high school graduates the following facts appear:

YEAR.	Total Enrollment.	Average Enrollment.	Number of Graduates.	Per Cent. of Graduates.
1897.....	1216	1092	138	11.1
1898.....	1394	1178	135	9.6
1899.....	1450	1210	111	7.6
1900.....	1461	1209	109	7.4
1901.....	1508	1213	157	10.4
1902.....	1475	1124	130	8.8
1903.....	1510	1110	120	7.9
1904.....	1636	1239	106	6.4
1905.... .	1900 (est.)	1425 (est.)	....	....

It will be seen that the per cent. of graduates has fluctuated greatly. The average has been well kept up except in the year 1904. The smaller total number of graduates of the past year or two arises from the fact that the entering classes four years earlier were correspondingly small; for instance, the class of 106 that graduated in 1904 entered as a class of 480 only, the smallest entering class in a decade. This was the first class to enter and graduate from the new

building. It shows the effect, perhaps, of moving the High School from its old site which was more centrally located to the present less convenient site. The smaller number of pupils who have pursued the three years commercial course of late years has had some effect in reducing the total number of graduates.

HOW TO ACCOUNT FOR PRESENT RAPID HIGH SCHOOL GROWTH.

To account for the increased interest and more rapid growth witnessed during the past three or four years two or three causes may be adduced: *First of all there has been a marked revival of interest all along the line from kindergarten to high school.* Stagnation at any point necessarily impedes the steady influx of pupils into higher grades. If, for instance, pupils are permitted to "mark time" in any of the primary grades—that is, if they are allowed to take two years to do the work that might as well be done in one year—there will be, of course, a smaller number of recruits for the grammar grades and subsequently for the High School. Beginning the elementary school course at the age of six years, it should be completed by at least 75% of the pupils on schedule time, that is, in eight years from the time of beginning, or at the age of fourteen. Since by far the larger number of pupils in our public schools attend not to exceed five or at most six years, a loss of time at the beginning means a loss of enrollment in upper grades. To be kept longer in a grade than the regular prescribed period results in loss of ambition, unwillingness to remain in school and consequently a lessened attendance in the upper grammar grades and later in the High School.

One of the first reports made by your present superintendent to the Board four years ago (see report for the year 1901, page 42) dealt with the matter of which I am now speaking, namely, the loss of time to pupils through "marking time" in lower grades. Special reports were also made at different times.

In this respect we anticipated and to a considerable extent we have corrected certain conditions in the schools of this city, the existence of which in New York City are admitted.

I quote below an extract from the *New York Times* of this date (January 17, 1905).

"LARGE PERCENTAGE OF PUPILS TOO OLD FOR THEIR
CLASSES.

"Statistics compiled for Superintendent Maxwell by the principals of the schools show that the boys and girls receiving instruction at the city's expense are dull, and that from 25 to 50 per cent. of the pupils are from two to six years too old for the classes in which they are being taught.

"What Dr. Maxwell believes to be an especially alarming feature lies in the fact that the percentage of abnormally old children increases during the first five years of school life. In the first year classes the children who are considerably older than the average constitute but 23.3 per cent. In the fourth and fifth years they form 40 per cent. From that time on there is a decrease, but the percentage never falls below 25, which represents the percentage of abnormally old children in the last year of the school course.

"Dr. Maxwell finds: Taking eight years as the maximum on June 30th last there were in the first year classes 13,425 children between the ages of eight and nine, 4,117 between nine and ten; 1,636, ten and eleven; 647, between eleven and twelve; 340, between twelve and thirteen; and 227 over thirteen.

"Here are the figures as compiled by the principals:

YEAR.	Normal Age.	Per cent. Abnormally Old.
First	6 to 7	23.2 over 8 years
Second	7 to 8	38.1 over 9 years
Third	8 to 9	45 over 10 years
Fourth	9 to 10	49 over 11 years
Fifth	10 to 11	49 over 12 years
Sixth	11 to 12	42 over 13 years
Seventh	12 to 13	32 over 14 years
Eighth	13 to 14	25 over 16 years."

The conditions stated above exist to some extent, but by no means to so great an extent in the schools of Newark.

I regret that I am not able to present reliable statistics on this point at this time. I may be permitted to say, however, that this subject has been frequently discussed by the superintendent, principals and teachers of Newark during the past three or four years, so that I am confident no such condition prevails as is admitted to prevail in New York. That we are still, however, a great way from covering the required standards of the several grades within schedule time, I am equally certain.

Another cause for increase in enrollment in the upper grades of the grammar schools and in the High School has been the policy adopted a few years ago of employing an adequate staff of supervisors of general studies. So long as music, drawing, sewing and manual training were the only supervised studies, they became, naturally, the principal studies in the minds of many at least, if not of most principals and teachers. It may be remembered that your superintendent three or four years ago called the attention of the Board to this fact and based upon it a recommendation for additional supervision of the so-called "essential" studies; in other words, additional supervision of the three R's. There is no doubt that the increased attention given to these fundamental studies owing to supervision, has had much to do with the larger number of promotions to higher grammar grades and as a consequence promotions to the High School. Now that the Board has added another supervisor of general branches, Mr. Corson, himself an enthusiast in standardizing the work of the elementary schools and in securing promptness and regularity of promotion, it may fairly be expected that a still larger influx of pupils into the upper grades and into the High School will result.

A third cause, and by no means the least, that has operated during the past three or four years to swell the attendance in the upper grades and to increase the High School enrollment, has been an aroused public sentiment, voiced almost daily in the local press, demanding better schools. In other words, the purpose of education has been brought home to the people as never before.

For this aroused public opinion we owe a debt of gratitude to the public press, to various associations and to individuals

who have seen the possibilities of a thoroughly organized, efficiently administered and rationally inspired school system.

There are still other causes that might be adduced: as, the improvement in the organization, administration and instruction of the High School itself under the energetic and capable principalship of Mr. Stearns; so, likewise, the improvement in the work of the Normal and Training School, under the guidance and inspiration of Principal Willis. But whoever or whatever may have been the "final" cause the "immediate" cause for the phenomena we are seeking to account for has been the labor and enthusiasm of the class teachers guided and assisted by wide-awake and energetic principals. No analysis of causes would suffice that omitted this last. "As is the teacher, so is the school." It may be said, also, that as is the school so is the system; and again, it may be said, as is the system so is the total result.

An increase in total number of graduates from the grammar grades (assuming, of course, that the standard of attainments is kept up) is the result of an improved system; an improved system can be accounted for only by assuming improvement in the units comprising the system, namely, the separate schools; the separate schools rest their improvement upon the integrity and efficiency of the class work of their individual teachers.

SHALL THE NEW HIGH SCHOOL BE A MANUAL TRAINING HIGH SCHOOL, A COMMERCIAL HIGH SCHOOL, OR BOTH COMBINED?

In the evolution of high schools in this country there have been successively developed three leading types, as follows: the "literary" high school as it may be termed, that is, a high school quite like our present high school in its important features; a "commercial" high school; and a "manual training" high school.

In a few cities these three distinct types of schools have been completely differentiated by providing independent organizations, separate buildings and unlike courses of study. In the great majority of cities, however, the three types have not, as yet been fully differentiated. Thus, in our own city

we have but one high school which is pretty fully developed as a literary high school, but only partially developed as a manual training high school or as a commercial high school.

In point of time the literary high school was the first type to become fully developed. This type of high school was an out-growth of the old private academy or of the college fitting school of our grandfathers' days. I have said it is an outgrowth. Such is the historical fact though the prototype can scarcely be recognized in the best city high schools of to-day. So soon as the high school became a public institution it was compelled to conform itself to popular demands. These demands called for something different from the mere college fitting school; they called rather for a school that should fit for the immediate needs of the boy or girl about to complete his school education with the end of a brief high school course. Fifty years ago, yes, forty years ago, there were less than a score of public high schools outside of New England. These were nearly all of the literary type. Few made any pretense to be fitting schools for a commercial career. At the close of the Civil War, owing, perhaps, to the remarkable commercial impulse that immediately set in, a class of private "business colleges," so called, started up which gave short courses in penmanship, arithmetic, bookkeeping and general accounting. The usual course of study comprised three months only—although often prolonged when pupils could afford to remain for five or six months or longer. This was the early beginning of a class of schools that for forty years and more have enjoyed an almost unparalleled degree of prosperity. They have filled a real need. The elementary schools did not give this sort of training; the few high schools then existing did not attempt it.

According to the Report of the U. S. Commissioner of Education there were 137,247 persons attending private commercial and business schools in the year 1902. This is more than one-quarter, and but little less than one-third, as many pupils as were enrolled for the same year in all the public high schools of the United States. Remarkable as this fact may appear it is easily explained; it proves that the demand for an education other than that given in our

ordinary public high school has been universal and insistent. "Why," it may be asked, "has not this demand resulted in creating more public high schools patterned after the model desired?" The answer is two-fold; first, the private business colleges have been able to supply the demand with short and cheap courses; and, second, the public high schools have quite generally made the mistake of pretending to supply the demand, without in fact and in truth, doing so. The demand has been for a short practical course in penmanship, bookkeeping, arithmetic, and, in more recent years, stenography and typewriting. Added to the foregoing, most of the private "business" schools and colleges have given, as additional studies something under the head of commercial law and business practice.

The public demand has been positive and clear cut; it has called for a few subjects and for practical efficiency in these only. The private "business" schools and colleges have not presumed to supply what was not immediately called for and expected. Not so, the public high schools. General culture has been their aim. They have yielded to the pressure for a more immediately practical training by creating "commercial departments," so called, which have been a sort of tail to the "literary" kite. That neither kite nor tail has satisfied in most cases the public demand for a speedy and fairly efficient business training is scarcely to be wondered at. The failure of the public high schools to meet fully what the public demanded has been the cause of the continued growth and prosperity of the private institutions. That is to say, in the general competition the school maintained by private enterprise has more fully realized the commercial training which the public wants. It is for this reason, and for this alone, that there are to-day scarcely a dozen strictly commercial high schools in the whole United States of which it may fairly be said that they deserve the name they bear.

Of "commercial" departments in "literary" high schools there are many. These possess all the defects that are characteristic of institutions, whatever their kind, which having distinctly different aims attempt to do in a half-hearted way, work for which they are not fitted. Disagreeable as it is to make this confession, it must be admitted that our own com-

mercial department, probably as good as most, is one of this undifferentiated, non-specialized type.

Realizing the pressing need of a better type of commercial training high school, there has now begun in many cities of the country an active effort to establish high schools of a generic type that shall meet more fully than any of the best private schools a general demand on the part of the public for a more thorough commercial training than that given by most public or private schools.

The city of Washington, D. C., established such a commercial high school in the year 1890. In the same year Philadelphia established a commercial high school for girls. Pittsburg, also, has established a successful commercial high school. New York City has established two such schools; one, a commercial high school with a three years' course, in Brooklyn; and another, the New York School of Commerce, an institution of a still higher grade, in Manhattan. The City of Chicago has in contemplation the establishment in the near future of such a school. In his last annual report the City Superintendent recommends it and the President of the Chicago Board strongly endorses the Superintendent's recommendation. For the purpose of showing what are the characteristic feature of a commercial high school, as conceived by those who have succeeded in establishing the same, I give below the course of study of the School of Commerce of the City of New York. This may be taken as a type.

COURSE OF STUDY OF THE SCHOOL OF COMMERCE,
NEW YORK CITY.

REQUIRED.	PERIODS.
English	4
German, French or Spanish.....	4
Algebra	4
*Biology (with especial reference to materials of commerce)	4

*Including Physiology.

REQUIRED.	PERIODS.
Greek and Roman History.....	2
†Business Writing.....	4
††Stenography	2
††Drawing	2
*Physical Training	2
Music	1
	—
	25

ELECTIVES.	PERIODS.
Business Arithmetic.....	1
Commercial Geography	1

SECOND YEAR.

REQUIRED.	PERIODS.
English	3
German, French or Spanish.....	4
Plane Geometry	3
Chemistry (with especial reference to materials of commerce)	4
Mediaeval and Modern History (with especial reference to economic history and geography).....	3
Drawing	2
Stenography	2
Physical Training	2
	—
	23

ELECTIVES.	PERIODS.
German, French or Spanish.....	4
Business Forms and Bookkeeping.....	3
Business Arithmetic	1
Commercial Geography	1

†First half year. ††Second half year.

THIRD YEAR.

REQUIRED.	PERIODS.
English	3
German, French or Spanish.....	4
Algebra and Geometry	3
Physics	5
English History (with especial reference to economic history and geography).....	3
Physical Training	2
	—
	20

ELECTIVES.

	PERIODS.
German, French or Spanish.....	4
Bookkeeping and Commercial Arithmetic.....	4
Stenography and Typewriting.....	3
Drawing	2

FOURTH YEAR.

REQUIRED.	PERIODS.
English	3
Economics and Economic Geography.....	4
German, French or Spanish	4
History of the United States (with especial reference to industrial and constitutional aspects).....	4
Physical Training	2
	—
	17

ELECTIVES.

	PERIODS.
German, French or Spanish	4
A third language	4
Advanced Chemistry	4
Trigonometry and Solid Geometry.....	4
*Elementary Law and Commercial Law.....	4
Advanced Bookkeeping, Business Correspondence and Office Practice	4
Stenography and Typewriting.....	4
Drawing	3

*Students who do not elect law in the fourth year may receive instruction in Commercial Law in connection with Advanced Bookkeeping.

FIFTH YEAR.

REQUIRED.	PERIODS.
English	3
Logic, Inductive and Deductive.....	3
Physical Training	2
	<hr/>
	8

ELECTIVES.	PERIODS.
A foreign language	4
Advanced Mathematics	4
Advanced Physics	4
Industrial Chemistry	4
Economic Geography	4
(19th Century History, Europe and Orient; Diplomatic History, United States and Modern Europe).....	4
Banking and Finance, Transportation and Communica- tion	4
Administrative Law and International Law.....	4
Accounting and Auditing.....	4
Business Organization and Management.....	4
Drawing	4
Advanced Economics	3

"In order to graduate from the High School of Commerce a student must have studied *at least one foreign language* for *at least three years*, have accomplished satisfactorily all the other required work, and have taken a sufficient number of elective studies so that the total amount of required and elective studies shall equal 3,000 periods of work requiring preparation, *and shall extend over not less than three years and not more than six years*. Due credit shall be given by the principal for work done by a pupil in other high schools.

A certificate of graduation shall be awarded at the close of the fourth year to each student who satisfactorily completes the work up to that point. The fifth year shall be regarded as supplementary to the regular course, and shall be open to all students who have graduated from a high school course of four years."

A careful study of the foregoing course of study will show that general culture is held to be the chief aim. For that reason more attention is given to such studies as English language and literature, foreign languages, science and mathematics than is given to the study of **what for a better** name might be called specifically practical "business arts"—as bookkeeping, penmanship, stenography and typewriting.

That this conception of the highest training for a business career is the true one, few will deny. But the public commercial high school contemplates something higher and different from the training of mere business clerks. It contemplates the training of the business *man* rather than the training of the business man's *clerk* or *stenographer*.

The latter function is done pretty satisfactorily by the private institutions. The public institution is aiming higher. It proposes for its field of activity a more prolonged and complete business training than most institutions maintained by private enterprise are able to supply.

THE MANUAL TRAINING HIGH SCHOOL. WHAT IS ITS FUNCTION?

The most recent development in secondary school education in the United States has been the manual training high school, or, as it is sometimes styled, the "mechanic arts" high school. This type of high school is the direct outcome of the efforts of a few well known educators of whom President Calvin M. Woodward, of Washington University, St. Louis, is, perhaps, the best known. At the Centennial Exposition, at Philadelphia, in 1876, the most unique and probably the most important exhibit in the education department was made by Russia. It consisted of a series of correlated exercises in manual training. Nothing of the kind had ever before been exhibited in this country. A few technical schools, such as the Stephens Institute, at Hoboken, the University of Illinois, at Champaign, and the Institute of Technology, at Worcester, Mass., had, prior to this date, established courses of instruction in shopwork that bore some resemblance to the Russian system. The novelty of the Russian exhibit consisted, however, in the fact that the ex-

ercises were intended for less advanced pupils. The idea was seized upon by Prof. Woodward, and by President Runkle of the Massachusetts Institute of Technology, both of whom by numerous writings and by still more numerous public addresses, started an active propaganda for a new idea in education, namely, the training of the mind through the training of the hand in the fundamental processes of industrial art. For several years Prof. Woodward almost alone and unassisted, fought the advocates of the old and exclusively literary curriculum, maintaining that education as it existed was impractical and one sided. Little by little his views gained a foothold and manual training became a part of the elementary school curriculum in a few isolated schools and in a few city school systems.

A few scholarly and public spirited men among whom was Dr. Nicholas Murray Butler, now President of Columbia University, began an active campaign for the introduction of manual training in this State and secured, in 1885, the passage of a bill by the New Jersey Legislature granting aid to any institution or school district that should establish, under certain conditions, the introduction of manual training into the course of study. The Newark Technical School and an institution of a somewhat different character in Hoboken, were started soon thereafter under the provisions of this act. A few districts in the State were induced, also, to avail themselves of the provisions of this act and modified their courses of study in order to introduce manual training features. While matters were in this inchoate condition the writer was requested by Gov. Abbott to visit and inspect all manual training schools and to report to him, as President of the State Board of Education, concerning the advisableness of continuing their existence under State subsidy. In the fifteen years that have elapsed since these humble beginnings, manual training in some form has become part of the course of study of most city and village school systems throughout the United States. Thus, the early adoption by our own State of one of the newest and most valuable additions to the school curriculum in modern times, was encouraged and propagated through the wisdom and foresight of legislators and students of education in New Jersey.

With the development of manual training in the elementary schools it followed naturally that manual training schools of a higher grade should be established. Thus, it has come about, in the short period of scarcely more than a single decade, that high schools need to be maintained in order to extend the instruction begun in the lower grades. I can find no better argument for their establishment and maintenance than that published in the proceedings of the Society for the Promotion of Engineering Education at its meeting held in New York, July, 1900. The following is quoted from the report of the proceedings of this meeting. Speaking of the manual training high school the report goes on to say:

"These schools need not here be described in detail. Suffice it to say that they are intended for boys from fourteen to eighteen years of age, and they offer three or four years' courses. The time is divided about equally between manual exercises, drawing and laboratory work on the one hand and regular academic class work on the other. No pretense is made of fitting for particular employments, and in point of fact but a very small percentage of their graduates become and remain artisans. A very large proportion of them go into higher education, a majority of these very naturally taking the engineering courses.

"The arguments for these schools are: first, that they draw at present their students very largely from those who otherwise leave school altogether at about the age of fourteen or earlier; and second, that for a very large proportion of city boys this is at present the best kind of school they can attend at this age, no matter what they expect to do subsequently. For boys who expect to follow any industrial or commercial vocation, and who have grown up with little manual culture, as is the case with most city boys, the manual training school offers real and permanent advantages. Here, the whole boy is sent to school and not merely his head, as Dr. Woodward has so tersely expressed it.

"While these schools cannot be called industrial, since they fit for nothing in particular, they belong to the industrial class because the graduates from these schools are well

fitted to go at once into any practical trade or business and learn it quickly and effectively.

"The boys from these schools are not too old or too lofty to enter the industries in the most humble positions; in this particular they have some advantages over the graduates of our high-grade engineering schools. While many of them begin as artisans, they soon come to be foremen, draughtsmen, salesmen, superintendents and the like, so that a census taken at any time will show very few of them in the artisan class. This fact, which is greatly to the credit of such schools, is frequently cited by shallow critics in disparagement of them; on the other hand, it has also gained for them the logical support of the artisan class, who, at first, were inclined to oppose them. Your committees are in substantial accord, therefore, in their belief and in their support of the manual training schools as now organized and operated. They would like to see these multiply until every boy can have the opportunity of obtaining this kind of education free of charge. The work should be adapted to girls as well as to boys. Thus, for girls, cooking, domestic economy, sewing, dressmaking, etc., are introduced to offset the shopwork of boys. Whenever manual training is made a fixed part of the public school system, however, they most earnestly recommend to our public school boards a further development of the system to include manual training and art education as a part of all public school education, from the kindergarten through the high school."

The foregoing extract from the proceedings of the Society for the Promotion of Engineering Education puts the seal of approval upon what has been done hitherto by your Board toward the introduction of manual training into the schools of Newark. At the present time we are giving manual training in all grades from the kindergarten to, and through, the High School. Owing, however, to our meagre high school facilities the work given in the High School, good as it may be under the circumstances, hardly fulfills the public demand for this kind of training. There is needed in order to carry on the work begun in the elementary schools, a high school building of sufficient size and equipment to enable instruction to be given of a more extended

character than is now possible. For the purpose of showing what a complete up-to-date manual training high school course comprises, there is given below the course of the Mechanic Arts High School of the City of Boston, Mass. It will be noticed that this course includes two general lines of study designated as "academic" and "mechanic arts."

COURSE OF STUDY, MECHANIC ARTS HIGH SCHOOL,
BOSTON, MASS.

Academic

Mechanic

FIRST YEAR.

Algebra
General History
English
10 hours

Carpentry
Wood-carving
Drawing
25 hours

SECOND YEAR.

Algebra
Plane Geometry
History, U. S.
English
French
15 hours

Drawing
Wood-turning and Pattern
Making
Forging
22½ hours

THIRD YEAR.

Solid Geometry
Plane Trigonometry
Physics
English
French
20 hours

Drawing
Machinists' Work, with hand
tools mainly
With machine tools mainly
12½ hours

FOURTH YEAR.

Trigonometry	Drawing
Application to Physics, Surveying and Navigation	Machine shop practice, and projects involving the shop- work of preceding years.
Physics, Laboratory	12½ hours
Chemistry	
Algebra	
History, U. S.	
English	
French	
German	
Geometry	
25 hours	

The foregoing is, perhaps, one of the best types of a manual training high school course of study. It will be observed that more time is given throughout the first two years of the course to strictly manual training studies than to so called academic studies. There are other manual training high schools, as the New York Manual Training High School, for instance, which give the greater part of the time during the whole four years to academic studies.

The different manual training high schools throughout the country fluctuate between the two extremes, that is, between the literary high school that gives little, or no time to manual training studies and the technical high school that gives little, or no time to academic studies. The character of the course of study adopted in any given case depends largely upon the predilection of the community for literary or for industrial ideals. The manual training high school course of the City of Washington, D. C., is a two years' course only; that of Denver, Colorado, a three years' course. There can be no question as to the desirableness of a four years' course rather than a two or three years' course wherever local conditions will warrant the longer time. To secure both general culture as well as a practical training a four years' course is absolutely necessary; anything short of this must be necessarily a makeshift.

WHAT SORT OF SCHOOL DOES NEWARK REQUIRE AT THIS TIME?

It is my opinion that the Board will best satisfy the present demand for additional high school facilities in the City of Newark by erecting, as soon as possible, a building suitable for the accommodation of both a commercial high school and of a manual training high school.

It is unfortunate, in a way, that these distinct types of schools should ever be combined. Nothing but a present necessity will justify it. Experience has proved beyond a peradventure that each type of school is best developed when separately housed and independently organized and conducted. The reasons for such separation may be briefly stated as follows:

1. When schools of different types are housed together and managed by a single principal and faculty one type is likely to overshadow and dwarf the other through the conscious, or it may be unconscious, preference of its management.

2. The building and equipment of schools of the different types are quite unlike; if the one is favored, the other is likely to suffer from inadequate equipment and maintenance.

3. The pupils of a school of a mixed type do not possess the same *esprit de corps* as when isolated and when each is required to work out its individual characteristics. Despite, however, the objections above named to a mixed type of school, I am compelled to recommend, since I see no alternative, that the next high school to be erected in this city, be a combination of the manual training high school and the commercial high school.

As a safeguard against the possible overshadowing of the one school by the other, care should be taken in the selection of a principal and faculty. It should be the aim of the Board to secure in the first instance a principal who is familiar with the ends desired to be attained by both types of school and broad minded enough not to permit himself to allow the one to be overshadowed by the other. The faculty, also, should be chosen impartially so that neither type may preponderate.

What we want, in fact, is a pure type of manual training school as well as a pure type of commercial school simply

housed together. What we do not want is a hybrid institution that is a fair type of neither.

LARGE HIGH SCHOOLS VS. SMALL HIGH SCHOOLS.

During the past few years there has been a noticeable tendency in most of the larger cities of the country to build smaller high schools and more of them and to locate them where they are convenient to those who attend them. So long as the high school was an experiment in a community, one high school was considered enough, and it was properly located at a central point. Now, that the high school has established its right to exist as a free public institution alongside the elementary school, and now, that the demand for its privileges is so general that one high school will not always suffice for a city of even 50,000 to 100,000 inhabitants, it is natural enough that new high schools should be established with sole reference to accommodating their patrons. Hence, we find that the large centrally located high school of 1,000 to 1,500 pupils is giving way to the district high school intended to accommodate 600 to 800, or possibly 1,000 pupils.

The reasons, other than those given above, for preferring several medium sized high schools to a single high school of two or three times the size are these:

1. By the erection and maintenance of several small schools all parts of a city are alike accommodated. No one can complain that he does not enjoy equal advantages with his fellow citizens.

2. Since a good high school is a valuable asset to any community by adding much to its attractiveness as a place for residence, several such schools properly distributed throughout a city equalize real estate values.

3. By locating several high schools in different sections of a city much time and expense is saved to pupils in going to and from school. This is an important advantage.

4. In the small or medium sized high school individual pupils are likely to receive more attention. In the large school of upward of 1,000 pupils the individual becomes lost in the multitude.

5. Local interest of parents in giving their children the benefits of a high school education is fostered by having such a school in the immediate neighborhood.

Several smaller sized high schools rightly located in our city will, no doubt, increase very largely our present high school enrollment and attendance, which is even now growing rapidly under less favorable conditions. The effect of taking the high school to the pupils has been well illustrated in the case of our evening high schools. When two years ago three additional evening high schools were established, located in different sections of the city, as many pupils were enrolled in each of the four as had been formerly enrolled in the one school. Just as patronage will somehow increase by new and better transportation facilities and cheaper fares so patronage is bound to increase with any improvement in school facilities. I have no doubt that within two or three years after a second high school is established, it will be attended by nearly as many pupils as now attend our one high school; and that before many years thereafter a third and even a fourth high school will be needed. With a population closely approaching 300,000, Newark has only one high school. The suburbs of Newark, with a population of 150,000, that is, one-half the population of Newark, maintain fifteen or sixteen high schools. Obviously, the people in the municipalities adjoining Newark would not be as well accommodated as now, if annexed to this city, unless they were allowed to retain their local high schools. It is not claimed, of course, that all the high schools of the sixteen municipalities adjacent to Newark are of equal merit, or that they should rank in the same class as the Newark High School. But of several of them it may be said that there are none better anywhere. Annexation to Newark should and doubtless would leave these communities all the advantages they now enjoy, not among the least of which is proximity to a local high school.

Were the Greater Newark to be created now or in the near future, as recently outlined by President Thos. N. McCarter, of the Public Service Corporation, in his address to the Newark Board of Trade, and were half of the high schools that are now maintained within this territory still preserved and maintained, the Greater Newark, as a whole, would have as good high school facilities as Washington, D. C., with its seven high schools; Cleveland, with its five;

or, in fact, any other city in the United States. Still, in that event, certain parts of the present City of Newark would be poorly accommodated. For instance, the southern part of Newark now has no convenient high school; so the eastern end of the city is not well accommodated. In the Greater Newark, as stated above, Orange, East Orange, Montclair and several other sections would still have excellent high school accommodations; but not so would large sections of old Newark—those just named. The fact is, we now need a high school for the southern end of the city; and another for the eastern end in order to give our citizens high school advantages equal to those now enjoyed by the citizens of Orange, East Orange, Montclair, and several other adjacent municipalities. All of these communities could arrange, no doubt, to send their pupils to adjacent districts by paying for their tuition; but they prefer to maintain their own high schools and not to compel their pupils to go great distances—exactly what the residents of the southern and eastern sections of our city are now compelled to do, who send their children to a distant part of the city in order to attend Newark's only high school. Citizens of the southern, as well as those of the eastern part of the city may justly claim that they are not getting as much consideration in respect to high school facilities as they would if they were separate municipalities. They are justified, it seems to me, in demanding equal facilities. If the City of Newark were staggering under a great burden of debt, or if we were in the midst of a business depression, a good reason for the present hardship might be urged. But since the credit of our city is so high that its bonds bearing a low rate of interest can be readily sold at a high premium, it seems to me that there is no sufficient excuse for withholding from the present generation of youth the opportunity to enter into and to enjoy that which should come to them as their birth right. Neither our children, nor our children's children, will ever be grateful to us for being niggardly in providing for their education. By the issuance of long time bonds the next generation would have a chance to participate in paying for their education. What parent, if he were able, would hesitate to make a loan to his boy who desired to attend a high school; and especially, if he

knew that his boy would surely be able to repay the loan? The citizens of this generation can well afford to loan their credit to the citizens of the next. If invested in school buildings it will prove even a better inheritance than if invested in streets, parks or public works of any other description.

To show how other cities have dealt with the high school problem, I give below a list of all the cities of the United States having a population of 100,000 and over with number of high schools in each:

CITY.	Population, 1900.	No. of Separate High Schools.	No. of Pupils Enrolled.
New York.....	3,437,202	19	27,000
Chicago.....	1,698,575	15	10,756
Philadelphia.....	1,293,697	5	9,867
St. Louis.....	575,238	4	3,770
Boston.....	560,892	12	7,800
Baltimore.....	508,957	5	4,225
Cleveland.....	381,768	5	4,448
Buffalo.....	352,387	3	3,200
San Francisco.....	342,782	6	3,200
Cincinnati.....	325,902	3	3,245
Pittsburg.....	321,616	3	2,118
New Orleans.....	287,104	3	923
Detroit.....	285,704	3	3,177
Milwaukee.....	285,315	4	1,992
Washington.....	246,070	7	4,339
Jersey City.....	206,433	1	1,086
Louisville.....	204,731	5	2,300
Minneapolis.....	202,718	4	4,000
Providence.....	175,597	4	2,115
Indianapolis.....	169,164	2	3,208
Kansas City.....	163,752	4	3,646
St. Paul.....	163,065	4	2,131
Rochester.....	162,608	2	2,100
Denver.....	133,859	4	2,600
Toledo.....	131,822	2	1,650
Allegheny.....	129,896	1	615
Columbus.....	125,560	4	2,126
Worcester.....	118,421	3	2,125
Syracuse.....	108,374	2	1,700
New Haven.....	108,027	1	1,682
Paterson.....	105,171	1	900
Fall River.....	104,863	1	750
St. Joseph.....	102,979	1	1,000
Omaha.....	102,555	1	1,600
Los Angeles.....	102,479	2	2,100
Memphis.....	102,320	2	786
Scranton.....	102,026	1	1,067

It may be gathered from the foregoing statistics that Newark is behind some, if not all, of the foremost cities in the country in providing adequate high school accommodations.

The tendency to build several smaller sized high schools rather than high schools of a large size is well illustrated in the case of Toledo, which has now but one high school.

In this city the central High School is a fine, large building centrally located, valued at \$500,000. It is too small for present purposes so that the Toledo Board is considering the advisableness of selling the site to the United States Government for a post office, and of using the money derived from its sale to erect three or four smaller and cheaper buildings in convenient parts of the city. This typifies, I believe, the prevailing sentiment which is to take the school to the pupils; not to bring the pupils great and unnecessary distances to the school.

As long as the public high school is viewed as a court house, a city hall, or a cathedral—that is, a building of which one in a city is enough because needed only occasionally and by a few people—so long will high school buildings be few, costly and inconvenient. When it is felt that a high school is as necessary as an elementary school, and that it should, when possible, be made as convenient as an elementary school, then smaller and less costly buildings will be erected; but there will be more of them, which will be a great public gain.

The ideal high school does not consist of a costly and ornate building, but of a faculty of superior teachers housed in an appropriate building, supplied with the necessary equipment and employed in teaching 600 to 800 pupils of the right age and of suitable preliminary training in the elementary schools.

A high school building should be a building of good architectural taste if not ornate; it should never be a building of the factory type. The self respect of the pupils is as much lowered by attending such a school as it would be by residing in a house of the same order. One of the chief aims of the school is to cultivate taste and self respect. The unconscious effect of a school building that is correct in all its features is no negligible part of a boy's or of a girl's educa-

tion. Let us hope sometime to have in our city several high school buildings well located for the convenience of their patrons; let such buildings, if not costly and ornamental, be exponents of good architectural taste.

NORMAL AND TRAINING SCHOOL.

The Normal and Training school has continued to carry on its important work of training teachers for our schools along the lines that have been discussed in preceding reports.

The gradual but progressive development of this school from its humble beginnings of a few years ago has been most gratifying. That it has yet reached a stage in its development when great improvement is no longer possible, can scarcely be claimed, and certainly is not claimed, by any one connected with the school in any official capacity. Indeed, I doubt whether any one at this time can state positively what is the best kind of preparatory training for those who are to become teachers. The amount of time that should be given in a normal and training school to the review of academic studies is still a mooted question. It is certain that pupils freshly graduated from our high schools do not possess that kind and amount of knowledge of the elementary studies requisite for those who are to teach these studies in the elementary schools.

That a considerable portion of the high school course should be devoted to the study of arithmetic, grammar, geography, etc., as a preliminary to admission into a normal and training school, is stoutly affirmed by some and as stoutly denied by others. It seems to me that no thoroughly satisfactory work in methods of teaching the above subjects can be given in a normal school until the subject matter of these studies has been fully mastered.

To master these studies in the normal school would require a full year, perhaps, certainly a full half year, of concentrated effort; but school authorities have almost universally hesitated to give so large a part of the two years' normal school course—a professional course—to the study of subject matter. Possibly we have made a mistake in failing to do this. Perhaps the normal school course should

be extended to cover two and one-half instead of two years, as now, in order to enable graduates to master the subject matter of the studies of the elementary school course. It is my deliberate judgment that this is a question of sufficient importance to warrant an extension of the period of normal school training to two and a half or even to three years. The fact is generally admitted that high school graduates do not, as a rule, possess that intimate knowledge of the elementary school studies which warrants them to begin the professional study of how to teach these studies without thorough and painstaking reviews, all of which takes time if properly and thoroughly done. The chief reason why I have not recommended the extension of the normal and training school course, is the difficulty we already have with a two years' course of study to get a sufficient number of candidates to fill vacancies in our teaching corps. The establishment in the near future of a State normal school in Essex county will, perhaps, enable us to get a sufficient number of trained teachers to supplement our deficiency in case it is thought best by the Board to extend the course of study in our local school to two and a half or even to three years. During the past few years the various professional schools of the country, including law and medicine, have extended their courses of required study from two to four years; if teaching is to rank as a profession, it should exact fully as much time of those who wish to enter it. From the standpoint of the teacher already enrolled in the profession, increased requirements from apprentices would be welcomed. The harder it becomes to enter a profession the more honorable, in general, the profession; that the teaching profession has been looked upon askance by the learned professions generally, has been due to the fact that the doors to the teaching profession were too wide open—the access too easy. Close the doors, increase the difficulties and expense of entering and at once the profession will become more exclusive and honorable and (need I say?) more remunerative. If it is alleged that to make the profession of teaching more exclusive, and hence more remunerative is against public policy, my answer would be that it is not so. Surely no one would advocate letting down the bars so as to admit larger numbers to the practice

of law, medicine or the other licensed professions in order to get cheaper lawyers, doctors, etc. If it were in the public interest to have cheap doctors, cheap dentists, etc., then the legal requirements to enter these professions should be reduced to a minimum; but obviously it is against public interest to have quacks in medicine, shysters in law and charlatans in dentistry.

The importance of making our normal and training school a professional school in the truest sense will justify, I am sure, the extension of its course to even three years when conditions demand it. They will demand it as soon as the local supply exceeds the demand and graduates are compelled to wait six months or a year before receiving an appointment.

It may be of interest to know whether the normal and training school has grown in numbers during the past few years. The following statistics of enrollment, attendance, etc., are, therefore, given:

YEAR.	Total Enrollment.	Average Enrollment.	Average Attendance.	Number Graduated.
1900	107	103	100	50
1901	104	97	94	40
1902	175	149	143	41
1903	184	144	139	48
1904	167	134	130	51

It will be seen from the foregoing that the average number enrolled as well as the average number graduated has not varied much during the last five years.

The normal and training school attendance is governed almost wholly by the high school attendance and graduation. The larger the number of high school graduates the larger the number who will be eligible to enter the normal and training school. To increase the number of pupils in the normal and training school, if this were desirable, could be accomplished in one of two ways:

1st. By reducing the qualifications which now require the completion of a four years' high school course. This would be a retrograde measure and one that would be wholly unjustifiable upon any grounds.

2nd. By reducing the cost of tuition to non-resident pupils, in fact, by requiring no tuition fee whatever. This, perhaps, would be justifiable. The State exacts no tuition fee of the pupils attending the State normal school, the consideration being that its graduates agree to teach two years at least in the State of New Jersey.

The benefit to the city of giving free tuition in its normal and training school would be derived from its having a larger supply of teachers trained by its own local institution according to methods in harmony with the local system. That this benefit would be a substantial one I have no doubt. So long, however, as we shall be able to supply from our own schools the majority of our teaching force, and so long as we shall be able to secure enough of the right sort from other sources outside our city it may be well to continue as we are now doing and make the school free to residents of the City of Newark only, charging a tuition fee to all others. With the certain establishment within two or three years of a State normal school just outside the limits of our city the conditions of the problem will be greatly changed. It is probable that many of the graduates of our own High School will prefer to attend the State institution for various reasons

1st. The State diploma will be a license to teach everywhere throughout the State. It will have, also, a value in other states that a city diploma will not possess. Hence, parents who wish their children to possess a diploma that will enable them to teach outside the city of Newark will prefer to send them to the State institution.

2nd. The State institution, if established, as doubtless it will be established, on a large and generous basis, will possess grounds, buildings, equipment and faculty that will make it especially attractive to those who are about to begin their professional training; in other words, our local institution with small grounds, inferior building and equipment and small faculty will compete with the larger and better equipped institution at a disadvantage. It should be said, however, in this connection that the local normal and training school will have better facilities for practice teaching, owing

to its being an integral part of a large city school system. Without adequate practice facilities in immediate connection with the State normal school, one **most important part** of its work will be done at a great disadvantage. Doubtless the State school will be able, however, to make some arrangement with boards of education in the county and vicinity which will enable it to secure at least good, if not the very best, practice school facilities.

If, for instance, the Paterson normal school should be discontinued and the board of education of that city should authorize the use of its schools (somewhat as Worcester, Massachusetts authorizes its schools to be used) as practice schools for the State normal school, adequate facilities would be provided. In any case, however, proximity of location and intimacy of relations would not be as close and, therefore, as satisfactory in the case of the State normal school as in the case of our local normal and training school.

3rd. The State normal school will, no doubt, be compelled to provide boarding facilities for its non-resident pupils. Many parents would like to be able to give their children, as a matter of training, some experience in a boarding school, especially when the school is near enough home to enable them to reach their children easily and quickly in case of sickness or other cause. Particularly if it is expected that their children will leave home to teach after graduation, this preliminary experience makes a good preparation. I do not believe that this consideration will affect a large number since living at home, if at all practicable, will be so much cheaper to the parent than living at a boarding school.

4th. With the establishment of a State normal school in our vicinity there will arise, necessarily, a close comparison as to relative efficiency of the State and local institutions.

In the long run the preference of Newark pupils for either school will be based upon its actual or supposed superiority. This competition, which may be expected, will prove of advantage to both; it will certainly compel the State school to provide the best practice facilities available; it will compel the local school to organize and conduct its theory and model work in the best possible manner.

In any event, the people of Newark should welcome the establishment so near by of a State school which, though it may not relieve us from the maintenance of our own normal and training school, will encourage, if not compel us to maintain one equally as good or better.

WHAT OUR NORMAL SCHOOL NEEDS.

The importance of securing teachers of the highest character and training needs no argument. It is the chief condition in securing good schools. No reasonable outlay of money for this purpose should be denied. Important as may be the furnishing of proper high school facilities in any community, more important even is the necessity of furnishing adequate normal school facilities; and this because the graduates of our normal school become the teachers in our schools and largely make the schools what they are.

First of all we need another and better building for our normal school. This building should contain better equipped laboratories, library, museum, etc. It should contain a well equipped gymnasium, manual training shop and kitchen. All the subjects taught in our schools should be taught to teachers in training in the normal school. Class rooms should be of standard size and equipment. Facilities of every kind for doing school work in the most approved manner should be found in a school of this character. These things are so evident that I need not discuss them; their mention is sufficient. That these needed facilities cannot be secured in the present building is well known. At the present time when the erection of one or more high schools is being considered it may be opportune to consider the use of the present normal and training school as a possible location for a commercial high school or manual training school and the erection of a new normal school building. This I do not recommend to the Board. I present it merely for your consideration as a part of the complex problem of meeting all the demands likely to be made upon the Board in the near future to place our schools upon the highest possible plane of efficiency.

Next to building and equipment is the importance of or-

ganizing our normal and training school course of study, and especially its practice department so as to secure the maximum of efficiency. In my previous reports the attention of the Board has been called to desirable modifications in line with this recommendation. I am glad to say that there has been, in my opinion, a constant progress both toward improving the course of study and toward securing greater efficiency in the practice department. That there is opportunity for still greater improvement none know better than your superintendent and the principal and faculty of the school. It has not been thought desirable, or necessary, to recommend any radical changes in the organization or management of the school; I have thought that the problem could be worked out quietly and effectively through the means and agencies at hand.

I would call attention, however, at this time to a matter that has more than once been brought to your attention, namely, the predominance of women teachers in the normal school. Every consideration of sound theory and of efficient practice would suggest that when additional teachers are appointed to this school they should be men. Contact with men whose view point is often different from that of women teachers is essential in order to give the embryo teachers that well balanced judgment which will fit them to become the teachers of boys and young men. No argument is needed to elucidate this proposition; its bare statement will appeal, I am sure, to every thoughtful and unprejudiced mind.

The division of the practice department between two separate school buildings some distance apart, though having its disadvantages, I do not regard as serious. Possibly it may be thought advisable in the future to do practice work in still other buildings. There would be a positive advantage in doing this, chiefly in bringing teachers-in-training into contact with different school environments; and in bringing different schools into touch with the normal and training school environment. The chief consideration when practice work is thus divided among separate buildings, is to secure one uniform supervision and control from the central source, that is, from the normal and training school. This

can best be effected by providing systematic and efficient visitation and supervision by the responsible heads of the normal and training school. In former years when pupils of the normal and training school were required to practice in several schools throughout the city, unified and systematic supervision was lacking; hence its failure.

The working out of the normal school problem in our city in a manner that will place our school upon a level with the best State and city normal schools in the country, presents no unusual or insurmountable difficulties. It may mean some additional cost, but we can well afford to meet this condition when satisfied that the increased cost is fully justified. As I have said before the institution upon which we must chiefly depend for the progressive improvement of our schools is the institution in which the majority of our teachers are trained, namely, the local normal and training school.

EVENING SCHOOLS.

The evening schools continue to be successful and to meet the warm approval that they have hitherto received on all sides. These schools continue to be supervised as heretofore by Dr. Barringer, assisted by Mr. Arthur G. Balcom. Owing to the fact that the child labor law enacted last winter raised the legal age of employment in stores, factories, etc., from twelve to fourteen years, it became necessary to refuse admission to all applicants under the last named age. It was believed that this legislation would have the effect of decreasing largely the evening school attendance. That it had the effect intended of causing many pupils to enroll in the day schools who otherwise would have entered the evening schools there can be no doubt; it did not, however, decrease the total enrollment in the evening schools. The evening high school enrollment shows a considerable gain over that of a year ago.

Below is given the total enrollment in evening schools for the month of October, 1904; for the sake of comparison the corresponding figures for the year 1903 are also given:

EVENING SCHOOL ATTENDANCE FOR THE YEAR 1903
COMPARED WITH THE YEAR 1904.

<i>High schools:</i>	Enrollment Oct., 1903.	Enrollment Oct., 1904.
Thirteenth Avenue	288	431
Hamburg Place	298	376
Franklin	128	187
Central	309	380
Total high schools.....	1,023	1,374
<i>Elementary schools:</i>		
Washington Street	324	324
Morton Street	795	736
Lafayette Street	460	431
Thirteenth Avenue	84	239
Central Avenue	395	418
South Street	262	217
South Market Street	259	254
Hamburg Place	261	250
South Tenth Street	368	266
Newton Street	440	342
Eighteenth Avenue	327	386
Franklin	684	614
Bergen Street	113	...
Total elementary schools	4,772	4,477

By comparing the totals above it will be seen that there has been a gain in high school enrollment of 351 pupils; and in elementary school enrollment a decrease of 295 pupils.

It is the opinion of nearly all the principals of evening schools that there has been a distinct improvement in the class of pupils who attend these schools. There has been greater application to study and a more generally observed seriousness in the deportment of pupils. This may be due in a measure to the fact that all evening school pupils must now be fourteen years of age or upward, the twelve year old pupils having been excluded by the change in the child labor law. I am inclined toward the opinion, however, that the difference noted is due to the growing feeling on the

part of teachers as well as principals, that the evening school work is no less important than the work of the day schools. Careful preparation, systematic instruction and enthusiasm in teaching count for even more in evening schools than in day schools. The short session of the evening schools—namely, two hours per day for four days in the week continued for five months only—compels teachers in order to accomplish much of anything to work with energy, intelligence and unflagging zeal.

The effort that has now been made for several consecutive years to weed out of the evening schools all teachers who are not fully competent, has earned its permanent reward in the improvement that has clearly resulted.

It is unfortunate that we are compelled to draw upon our corps of day school teachers to fill evening school positions. The alternative is to employ as teachers in our evening schools, clerks, students and others who have received comparatively little professional training, or possibly none at all. The result of such a policy would be, I fear, disastrous to the evening schools. That the evening schools have profited greatly by our present policy of employing only the most successful day school teachers is undoubted; it is realized, however, that the work of the day schools is injured to some extent by loss of energy, vitality and intellectual buoyancy on the part of those who teach in both day and evening schools. Not until the city can afford to pay salaries to two distinct corps of teachers—a day school corps and a separate evening school corps—will it be possible to conduct our schools, day and evening, upon ideal lines. In no case is it desirable to employ as an evening school teacher one who finds it difficult or arduous to conduct a day school class. To add to the labor and worry of a day school the labor and worry of an evening school would utterly ruin the efficiency of a certain class of teachers in both. Hence, I would urge strongly that the rule of the Board limiting eligibility to teach in an evening school to the highest standards (excellent and good) of day school teachers should be as rigidly adhered to in the future as in the past.

It has been suggested that no one be allowed to teach in an evening school for more than two consecutive years; that a

period of rest and recreation should be insisted upon by the Board. It has also been suggested that no principal should be allowed to continue longer than three, or at the most, four years without taking a rest of a year or more. In theory these suggestions seem to have much to commend them; in practice I fear it would be impossible to keep up the evening school organization at its present high state of efficiency. I would recommend, therefore, the most careful and deliberate consideration of this question before any action is taken. Rotation in office would afford physical relief to a few overworked teachers; but it would not conduce, in most instances, to the efficient performance of duties that require at all times experience, wisdom and skill.

Below is given a table showing the subjects pursued in the several evening high schools and the number of pupils pursuing the same:

	13th Avenue.	Hamburg Place.	Frank- lin.	Central.	Total.
Arithmetic	120	152	110	58	440
Algebra	40	20	29	27	116
Geometry .....	...	...	...	12	12
English	193	45	77	140	455
History	90	...	...	...	90
German	40	40	28	81	189
French .....	...	...	...	51	51
Physics .....	...	...	...	30	30
Chemistry .....	...	...	...	45	45
Stenography	46	80	72	108	306
Bookkeeping	98	100	104	128	430
Civil Government ....	...	...	104	...	104
Sewing	30	104	13	...	147
Cooking	81	196	21	...	298
Shopwork	50	52	58	...	160
Drawing	50	52	...	...	102
Typewriting .....	...	...	...	57	57

The foregoing figures are instructive because they show not only the actual work attempted but to some extent the subjects that pupils prefer. Arithmetic seems to be a subject selected by the greater number; next comes bookkeeping; next in order come English, stenography and German.

The subject that attracts the fewest pupils is geometry, which is taken up in the third year of the course and is open to only a comparatively few.

Typewriting was added to the course of study late in the term. Twelve (12) typewriting machines were secured by the Board for experiment. The success of the experiment has been so satisfactory that I would recommend the purchase at once of machines enough to meet the needs of each of the four evening high schools. This would involve some little expense. It is a necessary expense, however, if we hope to make the commercial work in the public schools as satisfactory as that done in private commercial schools. It seems to me that the public schools should do whatever they undertake not merely as well, but better than schools maintained by private enterprise.

To urge that stenography may be taught properly enough in the public schools but not typewriting, because the former requires much time and the latter little, is a kind of reasoning that on the face of it is specious and misleading. Stenography is taught because there is a sufficient public demand for it; typewriting should be taught for a similar reason. That one subject is more useful than the other, or more difficult to acquire than the other, is apart from the question. By parity of reasoning Latin, which is more difficult to acquire, should be taught in the evening schools in preference to stenography. The test of the utility of a subject seems to me to be the popular demand for it. It is understood, of course, that I am speaking of accredited school studies only. Typewriting has been almost universally introduced into day schools and evening schools wherever commercial studies are taught.

SUMMER SCHOOLS.

The summer schools were conducted upon the lines pursued so successfully last year. It was hardly to be expected that the extraordinary increase in attendance of the two previous years could be kept up. In proportion to the city's population I am certain that we have by far the largest summer school attendance in the United

States. This perhaps ought to be expected since Newark was the first city in the United States to undertake this line of school work. Summer schools were inaugurated in the year 1885 by the venerable Dr. Barringer who has the unique credit of being the first superintendent to realize the importance of providing school facilities for children who otherwise would spend their summer less usefully and, indeed in most cases, less happily, than in these schools. Since the summer school session is for half a day only, attendance thereon does not deprive children of the pleasures of the midsummer vacation. It may indeed be said that for many it greatly adds to their pleasures.

The reform in the summer school curriculum made two years ago whereby more attention was given to manual employments, and less to the study of books, and which gave to the schools at once an unprecedented popularity, has been fully justified by the experience of another year. It is my opinion that we should go still farther in this direction and introduce more diversified manual training occupations.

It was unfortunate that the schools were hampered at their opening through failure to have on hand a suitable supply of the materials required for manual training work. Many pupils who began the term with pleasant memories of the work of the previous year, became discouraged after waiting for two or three weeks for the manual training work to begin. When at last the necessary supplies were received and the manual training work was begun it was too late to overcome wholly the bad impression made at first. Another year I trust we may be able to make adequate provision for the needs of the summer schools long before the term begins so that we shall incur no loss by reason of accidental delay in securing the necessary manual training supplies.

As in previous years the summer schools received only occasional supervision by Dr. Barringer whose health did not permit his constant attendance; but his fatherly interest and oversight together with occasional visitations were a source of pleasure and profit to principals

and teachers. The main charge of the schools devolved upon his assistant Mr. Morris Bamberger as heretofore.

Below is given the enrollment and attendance in the summer schools, compared with similar data of the preceding year :

	1903.	1904.
Whole number enrolled.....	8073	8546
Average enrollment	5762	5916
Average daily attendance	4958	5068
Per cent. of daily attendance.....	85.9	85.6

Attention is called to the high average per cent. of attendance which compares very favorably, though of course much lower, with that of the regular term schools. In comparing the data of enrollment, attendance, etc., in the Newark summer schools with similar data from the schools of other cities, it should be known that we are required to use the State register and to record these facts in the same careful and accurate manner that is demanded of the regular term schools. State law demands this since the summer school attendance is made the basis for distributing a part of the State school tax. Pupils are not allowed to come in late and to leave at irregular intervals, as is the case in many other cities that maintain summer schools. Our schools are not mere playgrounds misnamed schools; they are real schools, in fact as well as in name. Our playgrounds are maintained independently. The playground session begins in most cases after the school session ends. With us the playground supplements the school; each aims to reinforce the good effects of the other.

I am not sure that it will be found desirable hereafter to employ the same person to assist Dr. Barringer in supervising both summer schools and summer playgrounds. The labor of supervising either schools or playgrounds is quite enough for any one person to perform during the hot and often enervating weather of the midsummer months. Moreover the duties are so entirely different that it would be better, it seems to me, to employ as assistant supervisor of playgrounds one who

can give his whole time to this department alone. The additional cost will be but slight; the advantages considerable. Such an arrangement will give the assistant supervisor of summer schools a half day for rest and recreation and will enable him to enter upon the following day's work with unabated energy and zeal. In the case of both schools and playgrounds the largest factor of success is the supervisor, who must be fresh, active, wide awake, bouyant of spirit and full of enthusiasm. To possess all these necessary qualifications when the mercury is at ninety degrees and upwards the supervisor must not be over-worked.

In the selection of teachers, also, in both summer schools and playgrounds great care should be taken not to employ those whose physical condition is not perfect. Neither summer schools nor summer playgrounds are fit places for a worn out teacher to spend any part of her summer vacation. As in evening schools, if it were possible to secure a sufficient number of trained teachers so as not to be compelled to draw upon our regular corps, there could be no question as to the proper policy for the Board to pursue. The Board in that case would be justified in refusing to employ any teacher in the summer months who is engaged in the regular term of school. The eight or nine vacation weeks can best be spent by tired teachers in laying up a reserve force to last them during the trying ordeal of the ten months' teaching to follow.

More complete data concerning the summer schools will be found in the appendix to this report.

SUMMER PLAYGROUNDS.

The summer playgrounds established in 1899 through the agency of the Newark Educational Association, were maintained for the usual term of six weeks during the months of July and August, 1903. They were under the direction of Dr. Barringer assisted by Mr. Morris Bamberger as heretofore.

The average daily attendance at the playgrounds did not vary much from that of the year before.

The chief drawback to the growth and development of an efficient playground system is the lack in our city of suitable open, out-of-door space near our school buildings. As the result of a long continued policy of building additions to old school houses rather than new buildings on new sites, the open spaces that formerly surrounded many of our buildings have been almost completely covered; hence the difficulty of finding suitable locations for our summer playgrounds in connection with school buildings.

The East Side, West Side and Branch Brook parks,—in each of which a playground has now been conducted for two consecutive years—have served admirably for playground use. But these parks are too distant from the homes of most of the children, and especially of the younger children, to make them generally available.

The school premises, including building and grounds, are the ideal location for a children's playground for the following reasons: First, the school premises are near the child's home and he knows the way back and forth; in case of an impending storm he can find shelter in the school building, or can go quickly home; in the school buildings there are accommodations such as toilets, lavatories, etc.; if the weather is unsuitable for out-of-door sports quiet indoor games or occupations are possible; and lastly, the child associates with acquaintances and friends, not with strangers. For the foregoing reasons, if for no other, it is desirable to have our summer playgrounds in connection with school buildings.

In the selection of directors, and assistant directors, of playgrounds preference has always been given to graduates of our city normal and training school provided upon examination they showed a sufficient acquaintance with children's games, sports and occupations. I am of the opinion that the value of our summer playgrounds can be greatly augmented by a more careful preliminary training of the young men and young women who direct them. Too much has been left to the invention and to

the initiative of inexperienced directors. At least twice a week for the first month all who fill these positions should be required to meet the supervisor of playgrounds to receive from him specific instruction and careful drill in all the duties of playground positions. This preliminary training has been attempted but has never been thoroughly done for lack of time. It may be well also to require all candidates for playground appointments to take a course of instruction to be laid out by the physical training supervisor. This instruction could be given in the months of May and June before appointments are made. Only those who showed proficiency in this work should be appointed as playground directors or assistants.

More can be done in the playgrounds than heretofore to interest young girls in domestic arts. Housekeeping taught at home may be dull and uninteresting; it may lack the novelty of pleasurable environment; but play housekeeping, although involving labor just as arduous, may be made delightful to most young girls. To set the kitchen in order, to prepare the table for lunch, to clear the table and to wash the dishes—even to darn stockings and to mend torn clothes—all these occupations are prosaic enough at home but when done in play they afford to most children exquisite delight.

Now, when we recall the fact that lessons of industry, thrift, etc., can often be taught better under the stimulus of attractive play than under the incubus of disagreeable work, the educational value of the playground may be readily understood.

In not a few cities experiments, many of them highly successful, have been made in school gardening. Except for the one garden maintained in connection with the State Street School by Principal Tucker, no experiment upon any considerable scale has yet been made in our city. I would like to see this kind of work taken up by some of the progressive principals in our summer schools and in our summer playgrounds. To find suitable land is, of course, the chief difficulty. Still, even with such an obstacle to overcome, I believe that much

can be accomplished by any principal or teacher desirous of trying the experiment.

Complete data concerning the summer playgrounds will be found in the appendix to this report.

BOARD OF EXAMINERS.

This Board has continued to perform its important functions in such a manner as to retain the confidence not only of the Board of Education but of all who feel that the surest way to improve the schools is to apply rigid rules for the careful selection of all who are to become members of the teaching corps. This Board was established four years ago under the provision of the State school law which authorizes Boards of Education to establish rules for the licensing of its own teachers. The only condition is that the rules adopted by the local board shall not be in conflict with State law and shall have the approval of the State Board of Education.

Since the organization of the city board of examiners the amount of work that they have been called upon to perform has constantly increased. This additional work has been due to the increasing demand for more teachers and to the greater care that has been exercised in their selection. Under the rules of the Board all candidates for teachers' certificates in this city must, if not graduates of a four years high school course and a two years normal school course, pass a satisfactory written examination in certain prescribed studies. All candidates, graduates or otherwise, must pass a satisfactory oral examination in respect to experience and fitness.

Since the number of vacant teaching positions in our schools has increased steadily from year to year, the work required of the board of examiners has increased *pari passu*. From a stated meeting held not oftener than once a month with few special meetings, the board of examiners has been required during the past year to meet at least twice each month and often three or more meetings a month have been necessary. In most cases the meetings of the Board have been held after the close of

the school day; but all written examinations and most oral examinations have been held upon Saturdays in order to accommodate candidates who are teachers and candidates who come from a distance.

Considering, therefore, the large amount of time necessarily devoted by each member of the Board to the delicate and often difficult work of preparing question papers, examining and rating answer papers, passing upon the technical qualifications of candidates, conducting oral examinations, etc., the small compensation, to wit, \$200 per annum cannot be considered too liberal a compensation.

That the establishment of such a board was a wise policy for the Board of Education to adopt, cannot be doubted. It removes from the selection of teachers all considerations other than those of professional and scholastic qualifications, including merit and fitness. It relieves the Board of Education, and its committees from a class of duties that are not only irksome but generally undesirable; it substitutes in their stead those whose training naturally enables them to pass upon the qualifications of teachers with even greater insight and impartiality. That the board of examiners has aimed to perform its duties in such a careful, conscientious and painstaking manner as to win your confidence and approval is a matter of common knowledge. I may say truthfully, and I do it with supreme satisfaction, that I do not know of a single instance when the personal preference of any Commissioner for a particular candidate or candidates has been communicated to the board of examiners, or where any member of the latter board has been influenced ever so little by his own personal preference or by the preference of his official superiors, whether within the Board of Education or outside thereof. The ultimate establishment of a thorough going system of civil service which shall reach into all departments of the school system and include appointments, promotions and transfers of every description has been abundantly justified by the impartial and highly commendable manner in which the board of examiners has

done its work. The experience of the past four years has led the board of examiners to desire, in the interest of the schools, some modifications of the present rules governing examinations. The present rules allow those who have taken partial courses in approved colleges, universities and other institutions of a like grade the privilege of being exempted from a written examination in certain subjects; they do not allow graduates of normal schools who are not graduates of high schools, and *vice versa*, the privilege of exemptions of any kind. It seems reasonable that a graduate of a high school should be exempted from some, if not all, academic studies; and that a graduate of a normal school who is not also a high school graduate, should be exempted from some, if not all professional studies pursued successfully in the normal school. In other words, our rules as they now stand discriminate somewhat against those who have pretty nearly fulfilled the technical qualifications for a certificate without examination. No distinction is made between those, for instance, who have spent three years in a high school followed by two years in a normal school and those who have never attended either. It is likely that the board of examiners will ask for an amendment to the present rules in order to meet this condition.

That the Board of Education may be enabled to see what its board of examiners has done during the past year the following statement is submitted:

EXAMINATIONS.

February 6.....	For promotion
March 19.....	For manual training
March 28, 29 and 30.....	For all grades
June 4.....	For promotion
June 4	For high school
August 29, 30 and 31.....	For all grades
October 1.....	For promotion
October 22.....	For evening school
December 27, 28 and 29.....	For all grades

Besides the above examinations held at stated times under the rules of the Board, twenty-seven (27) meetings of the Board were held during the year for the purpose of oral examination of candidates and for the transaction of general business.

WHOLE NUMBER OF DIFFERENT PERSONS EXAMINED.

Males	129
Females	155
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Total	284
Total 1903	103
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Increase	181
For elementary license.....	51
" kindergarten license.....	7
" grammar vice principal's license.....	10
" primary vice principal's license.....	30
" high school license.....	126
" principal's license.....	50
" evening school license.....	9
" manual training license.....	1
	<hr/>
Total	284

NUMBER EXAMINED IN DIFFERENT SUBJECTS.

Arithmetic	40
Arithmetic (evening)	1
Algebra (elementary)	31
Algebra (advanced)	13
Algebra (high)	30
Plane geometry.....	8
Plane geometry (high)	30
Solid geometry (principal)	4
Solid geometry (high)	26
Trigonometry (high)	26
English language and grammar	38

English language and grammar (evening)	6
English language and literature (kind'g).....	3
Reading and literature	34
Modern English and American literature	13
General English and American literature	12
Literature (high)	33
Grammar and rhetoric (high)	34
Rhetoric	26
U. S. history	35
General history	30
Geography	46
Physiology and hygiene	43
Drawing (elementary)	61
Drawing (advanced)	24
Music (elementary)	66
Music (advanced)	29
Psychology (elementary)	34
Psychology (advanced)	48
Theory and practice of teaching (elementary).....	42
Theory and practice of teaching (advanced)	50
History of education (elementary).....	42
History of education (advanced)	48
School management	48
Theory and practice of teaching (elementary).....	42
Theory and practice of teaching (advanced)	50
History of education (elementary)	42
History of education (advanced)	48
School management	48
Theory and practice of kindergarten (elementary).....	4
Theory and practice of kindergarten (advanced)..	13
Principles and practice of kindergarten (advanced)..	44
Manual training	1
Manual training (principal).....	44
Stenography	6
Bookkeeping	1
German	28
Elementary science (kindergarten)	3
Botany	15
Botany (high)	32
Physical geography	61

Geology	11
Astronomy	12
Zoology	2
Zoology (high)	29
Physics	8
Physics (high)	13
Chemistry	4
Chemistry (high)	12

Total number of papers examined.....	1,397
Total number of papers examined 1903	570

Increase	827
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For the purpose of the foregoing examinations there were prepared and used one hundred and forty (140) question papers.

APPLICATION FOR INDORSEMENT OF DIPLOMAS.

	Considered	Approved	Rejected	Incomplete
Elementary	283	147	129	7
Kindergarten	27	8	10	9
First assistant	3	3	..	.
Manual training....	1	1	..	.
Evening school....	65	60	..	5
Playground	55	43	11	1
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Total	434	262	150	22
Total 1903	159	91	64	5
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Increase	275	171	86	17

LICENSES GRANTED.

	By Examination	By Indorsement
Elementary	9	59
Kindergarten	1	1
Primary vice principal	1	..
Primary head assistant	7	..
First assistant.....	3	3
Principal	1	..
High school	18	..
Manual training.....	1	1
Evening school.....	4	60
Playground .....	..	43
	<hr/>	<hr/>
Total	45	167
Total 1903	21	91
	<hr/>	<hr/>
Increase	24	76

APPOINTMENTS, PROMOTIONS AND TRANSFERS.

In my report for last year I discussed at some length the rules and regulations of the board governing the appointments, promotion and transfer of principals and teachers. These rules have suffered no change during the past year. They have been found in the main satisfactory. Experience may hereafter suggest some modification of these rules since conditions will vary somewhat from year to year depending upon supply and demand.

Below is given the number and grade of new appointments made during the calendar year:

Of Principals:

Normal school graduates, by examination..... 1

Of grade teachers:

Newark city normal graduates..... 49

N. J. state normal graduates..... 9

Other state normal graduates..... 37

College graduates, by examination..... 3

Non-graduates, by examination..... 5

Total..... 103

Of kindergarten teachers:

Newark city normal graduates.....	6
Other normal graduates.....	1
Non-graduates, by examination.....	3
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Total.....	10

Of high school teachers:

College graduates, by examination.....	3
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Of manual training teachers:

Normal school graduates.....	1
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<i>Of supervisors, by examination.....</i>	<i>2</i>
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Whole number of new appointments.....	120
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The whole number of promotions made during the year was (31) thirty-one, as shown by the following statement:

To Principal (higher salaried position).....	1
" Grammar vice-principal.....	2
" Grammar first assistant.....	8
" Primary vice-principal.....	2
" Primary head assistant.....	7
" Kindergarten directress.....	5
" High school (head assistant).....	4
" High school.....	1
" Manual training department.....	1
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Total.....	31

The following statement shows the number of transfers in the teaching corps made during the past year:

By promotion.....	31
By request of principals.....	2
By request of teachers.....	58
Due to closing of classes.....	21
Teachers returned from furloughs.....	4
For good of service.....	2
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Total.....	118

PHYSICAL TRAINING.

There has been of late years a growing conviction throughout the country that much is being done for the education of the child's intellect but not enough for the education of the body of the child. Improvements that have been made in school house construction, in lighting, heating and ventilating all have contributed, it is true, to the physical welfare of the child; but the intentional and systematic training of the child's muscles in order to make them the more ready servants of his will, the training of his bodily organs in order to secure natural and better functioning, the training of his nervous system to act promptly, naturally and energetically and with the least possible waste of stimulus, these have not until recently been considered as immediately valuable ends in education. In other words, the "machine" upon which the child must hereafter chiefly depend in the struggle for existence has been neglected in order to secure, if possible, a higher development of his mental faculties.

It would be interesting, perhaps, if space allowed to account for the undue emphasis placed upon intellectual education by those who in the past have been chiefly responsible for our modern programmes of school studies and occupations. Both the intellectual man and the moral man have been idealized and apotheosized in poetry, literature and art for centuries; but not since the days of the ancient Greeks has the perfect physical man been a conscious aim in schemes of education. "The body is doomed to die; it is the soul that lives forever." This conception of the relative inferiority of the body has led mankind since the beginning of the Christian epoch, with rare exceptions, to despise the body and to neglect its training. Although never before has the impulse been so strong to emphasize the importance of physical training as compared with intellectual and moral training, the need of it is scarcely now recognized by one in a thousand.

Nearly a century has elapsed since Guts Muths, the father of German gymnastics first tried to interest his countrymen in physical training. That he succeeded in a measure was due not so much to a belief in its value to the individual as

to the political exigency at the time for building up a strong and virile nation to resist the French aggressor. Military needs appealed more strongly to the German people than did purely personal and hygienic considerations. Physical training got, therefore, an early foothold in the German scheme of education.

It has been left to still more recent times to break the shackles of a purely literary education and to give due consideration to the systematic and scientific cultivation of the body. The fact that mind for its highest efficiency must act in a sound and well ordered body, that life to be duly prolonged must depend upon a healthy body, that happiness of the individual, as well as happiness of the race, must be conditioned largely upon the physical organism and its proper functioning—all these considerations have not been sufficient to deter us from continuing to build unsanitary school houses, from insisting upon the performance of injurious tasks, etc., and, in general, from acting in all matters pertaining to education as though man were a disembodied spirit instead of a living, toiling, pain-suffering as well as joy-taking, physical organism.

I have said that we have paid little or no attention to the physical side of education; this is not strictly true. Modern school buildings have been constructed, in some places at least, with a prime view to their physical adaptations; so courses of study, recesses, games, etc., have received at the hands of a few their proper consideration. Medical inspection and oversight of the health of school pupils have been recently introduced into a few cities of the country. But when we have said all that can be said, how meagre are our best provisions and arrangements for the appropriate care and nurture of our children's bodies and the preservation of their health!

In our own city there has been a growing sentiment favorable to a more rational oversight of the physical training of the pupils in our public schools. It is only fair to say that our German fellow citizens have been the leaders in this new trend of thought. It is in fact due to a recommendation emanating from the Newark Turnverein that the question of physical training in the schools was taken up at this

time and adopted by the Board. In February last a resolution was introduced in the Board to appoint a director of physical training. This resolution was referred to the Committee on teachers who reported back to the Board with a favorable recommendation. The Committee on Teachers was authorized and directed by the Board to hold a competitive examination to select a competent director at a salary of \$1,800 per annum. After holding two examinations the Committee on Teachers unanimously recommended to the Board the appointment of Mr. Randall D. Warden, a graduate of Boston University and one of the special teachers of physical training in the public schools of New York City. Mr. Warden entered upon his duties at the beginning of the present term of school, and has been hard at work ever since introducing into the several grades a system of physical training adapted to the school conditions as they exist in our city. The large number of schools to be visited has naturally made his work somewhat slower than could be wished; but his energy and enthusiasm have already resulted in his making a fair beginning. He has been hampered, also, by the fact the teachers did not have printed outlines and a manual of the course of study. They were compelled accordingly to await his personal visit before taking up new and untried work. All these obstacles have been gradually overcome; printed instructions have been prepared and issued and teachers have been instructed in grade meetings. It is expected that great progress will be made during the remainder of the school year.

The system of physical training tentatively adopted, is that known as the Bancroft system. This system is the same as that used in the schools of New York City. Just how far it may be thought best to modify this system when a course of study comes up for final adoption by the Board can best be determined after a year's trial.

I can heartily commend to the Board the careful reading of Mr. Warden's excellent report which is to be found on another page.

SUPPLY AND DEMAND: PRINCIPALS AND TEACHERS.

A few years ago it was possible to secure competent and experienced principals and teachers at almost any salary that might be offered. That time has passed. To-day, experienced and successful principals and teachers are every where in great demand. During the year not a few large cities including, it is said, Chicago and St. Louis, have found it necessary for the first time to advertise for principals and teachers. New York City, by reason of its rapid growth and still more rapid extension of public school facilities, has found it almost impossible to secure an adequate supply of trained and competent teachers. It would be interesting, if space permitted, to mention some of the causes that have contributed in recent years to this remarkable dearth in the supply of experienced and successful teachers. I say experienced and successful teachers; there is now, and doubtless ever will be, an oversupply of those who are unsuccessful. Enough to say that the present dearth has come about by natural causes and is not likely to become less acute, but still more acute, in the future.

As an illustration of how difficult it is to secure competent principals for our schools, the board of examiners has held two examinations for principals' certificates during this year. At the first examination, held last August, there were sixteen (16) candidates only. This small number of candidates is of itself remarkable because your superintendent corresponded extensively during the early summer months with various colleges, training schools and other sources of supply in order to secure as large a number as possible of eligible candidates. It was stated that the salary to be paid to principals for the positions vacant would be from \$1,500 to \$1,800 according to experience. Several who inquired about the matter were told that they might reasonably expect promotion after a year or two into a higher salary grade having \$2,300 for its maximum; also, that an opportunity would be offered to teach in the evening schools at a salary of \$3 or \$4 per evening, which would add \$200 to \$300 to the income above stated. As a result of all this correspondence and personal effort, as I have said,

only sixteen (16) candidates appeared for examination in August.

Of this number only one was able to complete the examination and secure a license. Nor was the examination exceptionally difficult in any respect, as might be supposed considering the fact that so many failed to pass it. The board of examiners exacted no unusual requirements; it merely insisted that candidates should prove that they possessed the knowledge and ability that would enable them to rank fairly with the best principals in our present corps. The result merely goes to show that it is practically impossible at this time to get any considerable number of capable and successful men to compete for principalships in this city at the salaries we offer. The one candidate who passed the examination and secured a certificate refused to come to Newark except for the maximum salary of \$2,300, and the assurance of employment in the evening schools. Several desirable men told me frankly that they were willing to make some sacrifice to come to Newark by reason of its exceptional opportunities for study, advancement, etc., but that they could not afford to do so at the salaries paid. The higher cost of living in Newark was urged as an objection to coming here by men who were receiving in other places a smaller salary than they would receive here. It was a noticeable fact also that scarcely any candidates came from the northern part of our own State as might have been expected. The truth is that our neighbors pay, about as well, and in not a few instances even higher salaries than are paid in Newark. To illustrate, the one successful candidate for a principal's certificate, who refused an appointment with us, was soon after appointed by the Board of Education of Bloomfield at a salary of \$2,500 per annum, that is, at a salary \$700 higher than our schedule salary for the first year and \$200 more than our maximum salary. Is it good business policy to deprive our schools of the best talent by paying salaries that do not attract the best principals to our city?

The success of a school system depends upon the capability and efficiency of its principals more than upon any other single cause or agency. A city may have an excellent Board

of Education, a capable and efficient superintendent and staff, but if the principals of the schools are incompetent the system cannot be accounted a successful one. So trite and, indeed, so self evident is this truth that I should scarcely presume to repeat it were it not for the moral that I wish to point, which is, that we cannot hope to secure and to keep under present competitive conditions the best class of principals except by paying adequate salaries. I would therefore recommend that as soon as practicable the maximum salary of principals be raised to \$2,500.

In support of the foregoing recommendation I might add that since this report was written the board of examiners has again held an examination for principals' certificates with the following result:

Number who took the examinations.....	20
Number who passed the examination.....	3

With three vacancies to fill this month our eligible list of candidates will soon be exhausted.

Since the requirements for a grade teacher's certificate are not nearly so high as the requirements for a principal's certificate, less difficulty has been experienced in securing grade teachers to fill the vacancies that have occurred during the year. I may say, however, that the superintendent has been compelled to correspond constantly, and the board of examiners to meet frequently, in order to find enough qualified candidates to fill the vacancies that have occurred.

Our salary schedule for grade teachers is not such as to attract experienced teachers in any considerable numbers. Nearly all the candidates to whom the board of examiners has granted certificates are young and inexperienced, recent graduates of normal schools. Just as the principals' salary schedule has failed to attract to our city the best teaching talent from the outside, so the grade teachers' schedule has likewise failed. I see no other course to pursue, if we hope to have the best attainable schools, than to raise the salaries of grade teachers to a proper competitive basis.

It will be observed that I have said nothing as to the inherent justice, equity and righteousness of placing the salaries of our teachers, not merely on a living basis, but

upon a basis that will enable them to live comfortably and happily, that is, on a scale commensurate with the social position we desire them to occupy as the teachers of our children. This argument appeals, I am sure, to every member of the Board without exception. It has been stated, and restated, so often that I need not again repeat it. I beg, however, that the Board will consider and give due weight to the economic argument above suggested.

UNGRADED SCHOOLS.

I desire to call the attention of the Board to the need of making better provision for the ungraded schools. At present we have two such schools, one located in the old Commerce street building and the other an addition to the Drawing School building on Academy street. Neither of these buildings is, or ever has been, suitable for this purpose. The Commerce street building is located in a most undesirable part of the city, near the Public Market and in too close proximity to many conditions that do not contribute to the moral reformation of disorderly or vicious boys.

Many of the boys who attend the ungraded schools come from parts of the city where they have little opportunity to see vice in any form; they are stubborn, wayward and, perhaps, truant children whom it is desirable to isolate from the unfavorable environment of their local school conditions. To put such boys into and amidst the Commerce street surroundings is highly objectionable for many reasons.

Moreover, the Commerce street building is not properly equipped for a school that has for its end the reformation of boys through the inculcation of moral and industrious habits. First of all an ungraded school should be equipped with a suitable work shop. The quickest and surest way to train the lazy or vicious boy into habits of industry and right doing, is to set him to work at some agreeable task. This truth is so universally known and admitted, that I wonder we have not always observed it. The fact is that neither the Academy street building nor the Commerce street building has ever been regarded as a permanent

location for the ungraded school work; hence no effort has been made to better the existing conditions in these schools. The time has now arrived, I believe, when something ought to be done. Either these ungraded schools, both of them, should be removed to better quarters, or money should be expended to enlarge, equip and make them more suitable to their present use. There is no doubt in my mind as to what ought to be done. Three suitable sites should be secured, apart from other schools, one south of the center of the city, another north of the center and still another conveniently located somewhere on the hill. Buildings should be erected on each of these sites, each building to consist of two connecting class rooms, a workshop, gymnasium and bath. The grounds should be sufficiently large to enable out-of-door play in suitable weather. It is a mistake to keep these boys housed all day in a school room. Exercise out of doors followed by intellectual tasks, workshop practice, gymnasium and bath will do more toward making these boys moral and industrious citizens than any other kind of training.

In nine cases out of ten the quickest way to get control of a boy's mind—such a boy as is sent to the ungraded school—is to put him to work. Only after his muscles have been sufficiently exercised is it possible to secure the physical balance conducive to mental application and to intellectual interest. As I have said, the cause of most of the bad conduct often amounting to positive insubordination among boys, is that they have not been put at the proper work in school; that is, at manual work. Hence the manual training workshop and the gymnasium are absolutely necessary for schools of this kind.

When the present schools were established eight or nine years ago, the city was scarcely more than three-fourths of its present size. If these two classes afforded merely accommodations enough at that time, it is plain that they are entirely inadequate now. Such is the fact. For some months it has been impossible for these ungraded schools to receive all the cases recommended by principals. Not to be able to secure the admission of a boy to the ungraded school, when recommended by the principal of a school, and

when the case is a proper one, is a serious matter. Either the boy must be kept in the school and class where his conduct has already made him intolerable, or he must be suspended from school to roam upon the streets. Prompt attention to every case of a boy recommended by his principal as a proper person to be sent to the ungraded schools must be given if we hope to secure the best results.

Until better provision is made it may be advisable to give Mrs. Gorman of the Commerce Street School an assistant. By this means temporary relief can be obtained. This plan was tried a year ago unsuccessfully. It is now Mrs. Gorman's opinion, however, that she can use an assistant to advantage. I would recommend, therefore, that an assistant be given her.

SCHOOLS AS SOCIAL CENTRES.

The large sum of money expended by the city for its school grounds and buildings coupled with the fact that the city is getting no adequate return for this investment except for about 190 days in the year, and in most instances for only five or six hours in the day, has led to the inquiry whether these public assets cannot be so used as to produce a larger dividend. Evening schools are maintained, it is true, thereby making use of the buildings and equipment for a few additional hours daily during a fraction of the year. So also summer schools and playgrounds have added a little to the income from the school investment. The use of school buildings for parents' associations has in a few instances extended still further the usefulness of school plants. Are there not other avenues of use to which many, if not all, of our school buildings may be put? This question has been raised recently in a great many cities and experimental efforts toward a solution have been made in not a few.

The new uses to which school buildings may be put are the following:

1. For public lectures during a part of each year. The popularity and success of our free lecture courses in the few localities where given, show the desirableness of doing

more work of this kind. Hence the necessity of providing each new school building with a suitable auditorium.

2. For local libraries. The experience of the Newark Free Public Library has proved the necessity for local distributing points in order to secure a large circulation throughout all parts of the city. Each school building should have at least one room well stocked with good reading matter for the use of those who reside in the neighborhood.

3. For local reading rooms. In order to make a public reading room effective as a means for general information and culture it must be, every other consideration aside, convenient to those who are expected to use it. In most, if not in all, school buildings a room should be set apart for this purpose.

4. For a local gymnasium. No better provision could be made for the proper training of our children and youth than to fit up for their use and enjoyment, convenient places for physical training. The extraordinary development throughout the country of public and private gymnasiums accessible to those who can afford to pay a small fee for their use, shows the nature and extent of this demand. The Y. M. C. A. organizations have found that the maintenance of good gymnasiums is almost a *sine qua non* for their prosperity. The common desire for a stronger and healthier body is used as a means to induce boys and young men to enter upon a higher moral and spiritual life. This suggests to every community the best way to train its youth into habits of industry, sobriety and right living.

5. For social and literary clubs. Soon after the erection of the Free Public Library its trustees conceived the idea of opening up its excellent facilities to the use of public and private organizations which had for their aim educational, literary or civic improvement. As a result not less than twenty different organizations have met for conference at stated times in the rooms of the Free Public Library during the present year. Since, however, we have but one public library and since this building is not convenient of access to the majority of the residents of the city, it is evident that

the local school buildings might be used as meeting places. This would satisfy a real demand on the part of the public.

6. For purely social purposes. It has been found practicable to use school buildings and grounds in the summer time for amusement places for the younger children. This use could be extended by opening a single room, or more if need be, for two or three evenings each week during a part of the year for quiet games and for other social purposes. Incidentally such a coming together of the people, old and young, of a given locality would serve a much larger purpose than that of mere amusement. It would bring into a more intelligent and sympathetic union those who in the performance of their civic duties are often required to act in close co-operation. I need not enlarge upon the many benefits that must naturally flow from concentrating and unifying the thought, purpose and sentiments of a local school community.

I have only partially exhausted in the foregoing the many useful ends that could be secured by opening up our school buildings for additional public use. There was a time when our churches were used chiefly, if not altogether, for the purpose of Sunday religious observances. Gradually it has been found desirable, not to say necessary, to use the church edifice for week day meetings of a social kind. Even the gymnasium has been found a valuable adjunct to the church.

In like manner the public school building has been heretofore considered to be appropriate for a single purpose only, namely, for assembling daily the children of a district for instruction. The church idea has seemed to dominate—a feeling that somehow it is sacrilegious to devote a school building to any other than its one original purpose of instruction. Conditions that have led the church authorities in many instances to be more liberal in their views should operate even more forcibly to cause the school authorities to extend the sphere of their influence by opening up their numerous school plants to satisfy legitimate public demands.

Many who are willing enough to admit the desirableness of extending the influence of the school in the manner that

has been indicated still object on the ground of expense. This objection might be serious if the expenses were to be great. But for most, if not for all the uses above outlined, the expense would be slight. It would consist mainly in heating, lighting and janitor service—an expense that the public would gladly bear if the benefits to be derived were being enjoyed by them. Might it not be worth while to make the experiment of opening one, or perhaps two or three buildings for some of the foregoing uses?

It may be asked whether the step proposed is not too radical and unheard of to be considered. I may say in reply no; all the different uses recommended above have been tried successfully in several cities including among others New York, Chicago and Boston. In each instance the result of the trial has been favorable. Each of the cities mentioned has gone beyond anything I have stated above by providing facilities for bathing, swimming, etc.

Indeed we are only just beginning to realize the possibilities of free popular education. Starting with the proposition, which is now generally accepted, that it is the duty of the State for its own protection, as well as for its prosperity, to educate its citizenship to the highest possible efficiency, the question of education becomes one of "limit" and not of "right." Granting, for instance, that it is the duty of the State to educate at all, the question of How much? or How far? is a local question for each community to decide for itself according to its means.

To say *ex cathedra* that the State may rightfully employ teachers for instructing youth in intellectual studies, but not for training their bodies, their manners, their morals and their general habits, is illogical. The State is justified in undertaking the matter of education—which is primarily a family function—*only because it is compelled to do it on its own account and can do it better than can the family.* The "limits" of State education are to be determined only by its needs and its means for doing it.

CHANGES IN COURSE OF STUDY.

In respect to changes in the course of study, the policy was adopted two years ago of changing the course gradually in order that teachers might not be too much overburdened with new work. By concentrating the attention of principals, teachers and supervising officers upon one thing at a time, it was believed that better results could be accomplished. I am now convinced that this was a wise course to adopt. The language course, and the course in mathematics, have now after one year's trial been introduced pretty thoroughly. Meanwhile the course of study in penmanship has been considerably modified. During the past five months teachers have been called upon to assist in introducing a course in physical training. Putting all these things together it would hardly have been justifiable to demand more of our teaching corps. The time has now arrived, however, when it may be well to take up a new subject. I shall recommend, therefore, that a new course of study in geography be introduced with the beginning of the new term, February 1st.

This course of study in geography has been carefully prepared by a committee of supervisors, principals and teachers who have had it under consideration for more than a year. It is confidently believed that this revised course will be an improvement upon the present course; chiefly in the better distribution of the work of the several grades and in its more definite assignment. It is my purpose to assign to Mr. David B. Corson, the duty of supervising the introducing of the work in geography.

It is hoped that during the coming term, and certainly before the schools begin in the fall, the course of study in reading and the course of study in nature will be completed and ready for adoption by the Board.

No great modification of the courses of study in music, drawing, sewing, manual training and other special branches is contemplated.

With the completion of the new course of study in reading and in nature work I shall recommend the printing of the whole course in a single pamphlet convenient for use. It

may be thought best, also, to accompany the complete course with a syllabus or general manual.

ST. LOUIS SCHOOL EXHIBIT.

In seeking to carry out the action of the Board providing for an exhibit of our school system at the Louisiana Purchase Exposition held at St. Louis this year, I have to report that all the schools took hold of the matter most heartily and prepared exhibits of various kinds. These exhibits compared, I am sure, not unfavorably with corresponding exhibits from other parts of the State and country. Our limited appropriation made it impracticable to attempt much as compared with other cities that spent large sums of money, besides a great deal of time, in preparation. The chief value of the exhibit after all has been to enable us to see wherein we are strong and wherein, too, we are weak; by this means we may better prepare the way for future excellence. It is to be hoped that many of our citizens, including principals and teachers, took the time and trouble at St. Louis to examine critically the work by the Newark schools and to compare it with the work of other cities and of foreign countries. It is gratifying to know that we were awarded a gold medal by the Exposition authorities.

ATTENDANCE DEPARTMENT.

The experience of another year has still further emphasized the wisdom of the Board four years ago in establishing an attendance department to supplement the work of the schools.

Your present superintendent of schools four years ago found conditions relating to attendance and truancy so intolerable that he recommended an immediate as well as a complete change of the scope, manner and method of this work. For many years an officer specially detailed by the police department had charge of this work, which was confined almost exclusively to following up truancy cases reported by principals of schools. The connection of this department with the Board of Education

was loose, and its administration, therefore, irresponsible. Cases of truancy might or might not be reported and acted upon promptly. Indeed, if not acted upon at all the Board of Education in most cases was scarcely the wiser. The city superintendent had very little to say in the matter and principals and teachers had slight redress if their efforts to enforce penalties for truancy proved unsuccessful for any reason. Still, it should be said, in justice to those in charge of this work that it was probably the best conducted truancy department in the State, for the whole subject of compulsory school attendance had received little attention in the State up to the time when Newark four years ago set, as it were, the pace for the other cities in the State.

The recommendation made to the Board four years ago was made simultaneously to the Police Board. It received the approval of both boards. The recommendation was that the Board of Education should appoint a responsible head for the attendance department, and that the Police Board should assign from their pay roll five or six capable officers, all to be under the direction and control of the Board of Education and responsible immediately to the city superintendent of schools.

This concentration of authority and of responsibility was the key note of the new policy. The Board of Education promptly appointed Mr. Charles A. MacCall, as chief attendance officer and adopted rules for the guidance and control of the attendance department. The Police Board, also, as promptly assigned five special officers to the duties of this department. Because of the importance of having this work well done the officers assigned to this service were all earnest, active and efficient men. As attendance officers they were not permitted to wear uniforms while on school duty.

The chief attendance officer was authorized by the Board of Education to visit several New England cities that had made a success of enforcing the compulsory education law and as a result, a system was adopted that has proved up to the present time most efficient and satisfactory.

Since the establishment of the Newark system official committees have visited Newark from Jersey City, Elizabeth and other cities in the State who have recommended to their respective boards of education systems practically identical with ours. Jersey City did Newark the honor of adopting in detail all the reports, forms, etc., in use in our city.

As in medical inspection introduced at about the same time, Newark has taken the lead in the State during the past few years in this as well as in other school reforms.

Much credit is due to the chief attendance officer, Mr. Charles A. MacCall, whose tireless energy and unflagging zeal have done much to build up this most important adjunct to an efficient school system. The report of the chief attendance officer is appended to this report.

A condensed statement of the work done by the attendance department during the past year will be found in the appendix.

MEDICAL INSPECTION.

The department of medical inspection instituted four years ago has been conducted during the past year in the same manner as heretofore. I am glad to say that during the year the salary of medical inspectors was raised by action of the Board from \$250 per annum to \$400. This increase of salary is justifiable upon the ground that the Board intends to exact of the inspectors the performance of duties additional to those contemplated when they were first employed.

When the present system of medical inspection was first established it was not contemplated that medical inspectors should take charge of the vaccination of pupils. It has been found desirable, however, that the visiting medical inspector, whenever possible, should aid the principal of a school in securing the regular attendance of pupils by the prompt vaccination of a child whose parents desire free vaccination. In case children offer themselves for registration at school and have not been previously vaccinated, they are now sent home for vaccination. A long interval often elapses before parents

attend to the matter and see that the child returns to school. This delay injures not only the child kept out of school, but it injures the class as a whole to which the child may afterwards be assigned. Such delay in enrollment and consequent loss of attendance, causes financial loss to the city because of the fact that the School tax is now distributed in part on the basis of school attendance. But this last consideration is by no means the most important; injury to the child and to the school results from this enforced absence. Since the Board of Health gives free vaccination to all who ask for it, and since the medical inspectors who are under the immediate direction and control of the Board of Health are supplied without cost with the virus for vaccination there is no sufficient reason, it seems to me, why medical inspectors should not be required to vaccinate at school, upon the request of the principal, all who may apply for it.

As long as the salary of medical inspectors remained at \$250 per annum it might have been urged that the compensation was inadequate; but at the present salary, to wit, \$400 per annum, this excuse cannot reasonably be urged. The Board of Education by resolution adopted January 31st, 1902, authorized free vaccination of pupils in schools. It would be a great help to the school attendance if vaccination, as well as subsequent examination of the arms of pupils (whether vaccinated by the medical inspector or not) could be made by the visiting medical inspector. Free vaccination at school would rarely be asked for except by those who would otherwise apply at a city dispensary.

At the time medical inspection was first introduced it was not intended that medical inspectors should visit class rooms; they were expected to visit the school and to examine only those pupils who had been previously isolated and sent to them by teachers. The reason then given for not requiring medical inspectors to visit class rooms was that it would take too much time and that the pay of medical inspectors was inadequate for the additional service. It is now believed that great good

would be accomplished if the medical inspectors were required, at least once each week, to visit every class room and to make an inspection of all the children in the school. No argument is needed to convince any one that the average class teacher is not an accurate diagnostician of contagious diseases. How can it be expected? The trained eye of the medical inspector is needed; he will be able to pick out cases of contagious disease that the untrained eye of the teacher would never detect.

I would recommend, therefore, that the medical inspectors be required to visit at least once each week every class room in their respective districts with a view of making a careful and thorough inspection of all the pupils.

There is no one who appreciates more fully than myself the splendid results that have been achieved by medical inspection of schools up to the present time; indeed I could be pardoned, perhaps, if I claimed for it even more credit than it justly deserves, since it was through my own recommendation, unsolicited from any other source, that the Board considered the matter four years ago and adopted the present plan.

I wish, however, to put on record my conviction that at the present time medical inspection of schools throughout the entire country as well as in Newark is only in its infancy, so to speak. The time will come when the public will realize that prevention is better than cure; that it will pay any municipality to employ competent physicians not only to check the spread of contagious diseases, but to diagnose and even to prescribe for the children in our schools in respect to many matters affecting general health as well as special deformity.

If it is said that this doctrine is socialistic in its tendency, I would reply that it is scarcely more socialistic than is public education in general, which has already gone so far as to supply free books and other supplies used by pupils; yes, in many places even the carfare paid by pupils in going to and from school is reimbursed to them by the municipality.

Is not a pupil's body of as much importance to the State as his intellect? Even in bodily training we have already gone so far as to employ a supervisor of physical training; it is but a short step to employ a supervising physician to watch over the general health of the pupils in our schools. If the State may properly legislate to compel intellectual and moral education, it may certainly compel physical education which to be efficient must necessarily include the supervision of the children's health. It may fairly be expected, therefore, that in the development of free public education in a democratic State we shall some time see a physician installed as a ranking officer, perhaps, to the superintendent, who now deals almost wholly with the moral and intellectual education of the child.

The old Latin maxim "*mens sana in corpore sano*," is unfolding with each succeeding generation of men its tremendous import. The notion that the schools have to do with the 3 R's solely, or mainly, is becoming obsolete; so will become the notion that compulsory education by the State should be limited to moral and intellectual training and not include the most efficient physical training. To secure sound organs, efficient muscles and well balanced nervous systems will become more and more as the years go by, the direct and immediate aims of all rational systems of free and compulsory State education. These aims will not supplant present moral and intellectual aims; they will rather supplement them and condition them. The first step toward the introduction of a more complete system of medical supervision will be the expert examination of the sight and hearing of pupils. A beginning in this direction has been made in a great many cities. On the continent of Europe medical supervision has extended even to the examination of the teeth of the pupils.

Whatever may develop in the progress of the world evolution of public education our problem at home is to use the means we have and little by little to extend those things that are found desirable.

A condensed statement of the work of the medical in-

spectors for the year covered by this report, will be found in the appendix.

ADDITIONS TO THE STAFF OF SUPERVISORS.

The school year just closed will be memorable by reason of the creation of two additional supervisorships: one, that of general supervisor filled by the election of Mr. David B. Corson formerly principal of the Elliot Street School; the other, that of physical training supervisor, filled by the election of Mr. Randall D. Warden. Both of these gentlemen were elected unanimously by the Board after having passed successfully a competitive examination before the Committee on Teachers and city superintendent.

The argument for both general and special supervisors has been made so often that I need not repeat it. A policy entered upon hesitatingly eight years ago has now proved itself so indispensable that the wonder is not that we have supervisors, but rather that we were able to get along so many years without them. Doubtless the schools of Newark would be in a far better condition to-day had the policy of employing expert assistants to the city superintendent been entered upon, as in many other cities, several years earlier.

In Mr. David B. Corson the schools have a trained and experienced educator; one who is thoroughly alive to his work; energetic, enthusiastic and ambitious to succeed. I predict for him a most successful career in the new field of school work for which he has fitted himself by years of experience as a principal and teacher.

Mr. Warden comes to us with an honorable college record and a year's successful experience as a director of physical training in the public schools of New York City. He was the unanimous choice of the Committee on Teachers and city superintendent after two competitive examinations. It may reasonably be expected that he will not fail to make a success of the important work to which he has been assigned.

SUPERVISORS' REPORTS.

Following the report of the city superintendent will be found reports from each of the general and special supervisors employed by the Board. These annual reports have been called for by the city superintendent in addition to the regular weekly and monthly reports made to him throughout the entire year by each of the supervisors.

Although most of these reports are necessarily brief on account of the space allotted to them yet they will well repay the most careful perusal by anyone who wishes to get a clear insight into the real condition of the schools.

I wish moreover in this connection to commend to the favorable notice of the Board the earnest, zealous and successful efforts of each of the general and special supervisors during the year of this report. Their work is delicate, difficult and not always appreciated at its full value. I believe there is no one in the entire corps who has not given his whole soul, time and energy to the welfare of the schools.

CONCLUSION.

In conclusion permit me to thank the Board, its several committees and officers for the kindly assistance, consideration and courtsey shown the superintendent at all times.

I desire, also, to express my sincere appreciation of the loyal and unswerving devotion to duty exhibited by principals and teachers throughout a year of exceptional effort to improve our schools.

Respectfully submitted,

ADDISON B. POLAND.

City Superintendent.

OBITUARY.

HELEN BELCHER, *Lock Street School.*

Graduate Newark Normal School, Class of 1899.

Appointed kindergarten assistant in Webster Street School, September 1, 1899.

Transferred to Seventh Avenue School, October 1, 1900.

Transferred to Lock Street School as kindergarten directress, September 1, 1902.

Died, December 17, 1903.

BESSIE D. MERSHON, *Hamburg Place School.*

Graduate Newark Normal School, Class of 1887.

Appointed in Hamburg Place School, October 1, 1903.

Died, June 21, 1904.

MARY LAWRENCE, *Retired.*

Graduate Saturday Normal School, Class of 1864.

Appointed in Primary School No. 9, October 1, 1863.

Transferred to Grammar School No. 3, Sept. 1, 1864.

Transferred to Lafayette Street School, Sept. 1, 1866.

Transferred to Grammar Vice-Principalship of South Market Street School, September 1, 1868.

Transferred to Grammar Vice-Principalship of Morton Street School, December 1, 1884.

Transferred to position of First Assistant in Burnet Street School, September 1, 1885.

Transferred to Grammar Vice-Principalship of Burnet Street School, September 1, 1898.

Transferred to Grammar Vice-Principalship of Franklin School, April 1, 1903.

Retired, October 1, 1903.

Died, July 29, 1904.

REPORT OF THE PRINCIPAL OF THE NORMAL AND TRAINING
SCHOOL.

Dr. A. B. Poland, City Superintendent of Schools.

Dear Sir:—I herewith submit to you the report of the Normal and Training School for the year ending January 31, 1905.

During this year two classes have been graduated from the school; the February class numbering twenty-two students and the June class thirty students.

The work of all the departments of the normal and training school has been marked by a perceptible growth toward higher standards. The lack of adequate accommodation is still a serious problem, and the best results cannot be obtained until more favorable conditions are secured.

The class-rooms in the normal department are uninviting, badly ventilated and lighted, and very badly arranged. The lack of a hall or central passageway is a serious drawback, as classes are obliged to pass through one another's rooms.

In the training department the class-rooms are small, badly lighted, over-crowded, and have the same lack of a convenient central passageway. Under such conditions it might seem a difficult thing to sustain the training department, but as a matter of fact, children are eager and anxious to attend the practice school, and it is a great pity that proper accommodations cannot be given them.

There is one aspect of the work in the normal department as yet unprovided for; our students need the masculine, as well as the feminine, point of view, and a male instructor of reputation and professional ability, to carry certain subjects, would give the department a breadth and virility which other normal schools have recognized and provided for. Should the city of Newark offer sufficient salary to attract such service, the school would be correspondingly benefited.

The normal department has been greatly assisted by the Newark Public Library which sends a large contingent of books of technical value for the general use of the school; this enables students to do much reading under the training

and supervision of the instructors. By this means they become well informed and self-helpful.

The model department now carries on two distinct phases of work. Model lessons are given here by the various teachers, illustrative of the broad handling of subjects under general method. The students also obtain in this department, preparatory practice in the planning and handling of single lessons under the combined supervision of the general method teacher with the regular model teachers.

The training department consists of two practice schools with an enrollment of about a thousand children. Here there is a great vitality, and a state of constant upward growth. The children of the schools are loyal and wide awake; the students faithful and conscientious, and expert teaching is constantly done in the rooms by the critics and the general assistant.

The kindergarten department offers more opportunities for this special training than the same departments in many larger institutions. The work in theory is along modern lines of thought, and the twenty weeks of practice applies the theory consistently.

A thoroughly organized schedule of faculty meetings, held by the principal, tends to bring the various departments into close touch with one another. Points of view are exchanged and a general uplift is given. Members of the faculty visit in and out of the city and make interesting reports at the various faculty meetings.

Parents are invited to the schools the second Thursday of each month. The papers of the children are kept in large envelopes for examination. The parents respond cordially to this monthly invitation and show a great deal of interest. They inspect the work of their children with pleasure, and offer a hearty co-operation to teachers and principal.

A schedule has been made by which the various supervisors of the city are enabled to visit the schools at regular intervals.

The most vital aspect of the normal and training school is shown by the work of its graduates in the city. While

a percentage of these students perhaps fail to fulfill the hopes entertained for them, a goodly number are already in head positions; many are working in grammar grades, and showing professional impetus of a marked character.

The school has sustained a loss in the death of Mr. Richard White, who for twenty-six years was associated with the normal and training school building. He was respected by faculty, students and children and was a rare character in many ways.

The principal, in conclusion, takes occasion to make comment upon the faithfulness, loyalty and willingness to fulfill difficult responsibility which characterizes the members of the faculty of the normal and training school. Thanks also are due the Superintendent, the corps of supervisors, the members of the Board of Education and the staff of the Public Library for their cordial assistance and co-operation.

Respectfully submitted,

W. SPADER WILLIS,

Principal.

REPORT OF PRINCIPAL OF THE HIGH SCHOOL.

Dr. A. B. Poland, City Superintendent of Schools.

Dear Sir:—In compliance with your request I submit herewith my report of the high school for the past year.

I am gratified to note an increasing school spirit of the right kind. Teachers and pupils are proud of their school and work together with reasonable harmony. The pupils are coming more and more to realize the necessity as well as the desirability of an education to fit themselves properly for their life work. Evidence that the trend is in the right direction is found in the large number that continue their work in the colleges and professional schools.

The loss to the school by the death of Miss Greene cannot easily be estimated. For 25 years she was the vice-

principal. Hundreds of girls in this city came within the range of her personal influence and as many lives are sweeter from its touch. Words cannot measure the value of such a personality—cultured, true, unobtrusive, seeking the best in her pupils, inspiring in them high ideals and ever exemplifying the qualities of a true woman. Hers was a rare character.

Instruction in the various departments shows progress and a closer co-ordination of work, largely brought about through the efficient work of the department heads. They have prepared a syllabus of the work in their respective departments for the guidance of the teachers, leaving sufficient freedom to the individuality of the teacher to avoid narrowness of method. A marked advance is seen in the results of the music drills both in the section work and in the chorus work of the school. This is due to the excellent drill of the grades and to the better attitude of the pupils toward this branch of instruction. The music period has earned the respect of the school. The work in manual training and drawing is steadily improving both in quality and popularity. A visit to the shops or the drawing classes would soon convince one not only of the interest of the workers, but of the educative value of the subjects. If there are any skeptics as to the value of systematic physical culture they should have been present at the public drill given by the girls last month. It is rarely that one sees a more perfect object lesson of the good results obtained by systematic work. But the opportunity should be given to every boy and girl in the High School. Until it is, Newark will not only be behind the times but will fail to do its full duty by those seeking high school privileges. At the suggestion of Supervisor Warden, an effort will be made to secure a suitable hall, that such boys as may so desire may have military drill. There is little doubt that this will prove to be popular and beneficial.

Our school library is probably one of the best of its kind in the country. For a working library it is well balanced. Better yet, it is admirably managed. Best of all it is used by the pupils.

The pressing problem at the present time is that of room for the rapidly increasing number of pupils that are coming to the high school. Many of the classes are already too large. There are few subjects in which a pupil can get adequate attention in a class larger than thirty. But aside from the question of large classes, it is probable that the present building cannot even house the school after the next incoming class. It is therefore apparent that the demand for another high school is imperative. What the character of this new school shall be should receive careful consideration. My own judgment is, that at first it should be a combination of a commercial and a manual training school. Probably one school would meet the demands for both kinds of training for a few years. Then as the need arose each could have its own building. In a city of the size of Newark with its varied and extensive manufacturing interests, there should be a place for schools of both types. The manual training department of the present school would undoubtedly be larger if better facilities were offered and a wider course planned. In the meantime another school of the present type minus the manual training and commercial features should be planned. The need for this will certainly be felt and at no distant day. The experience of nearly every city that has more than one high school is that high school attendance increases by leaps and bounds as soon as the second is built.

Meanwhile, what shall be done with the present overflow? Two plans are feasible: First, and the better one, put the commercial department into a suitable annex, thus serving as a nucleus for the new school. Second, have two sessions of the present school, one from 8:30 to 12:30 and another from 12:45 to 4:45. The only recommendation for the latter plan is that of less expense. But I believe it would prove more costly in loss of effective work and disintegration of the school than could be estimated in money.

In conclusion I wish to quote, as bearing on the organization of a separate commercial school, from an article by Prof. Edmund J. James, now president of the Uni-

versity of Illinois, at Champaign, Ill., and formerly Professor of Public Administration in the University of Chicago. Professor James is a recognized authority in the matter of commercial education. He says: "First of all the course of study should be at least four years. We cannot successfully defend commercial instruction in the public high school unless the work is planned as broadly educative as any other of the secondary courses. Supt. Pearse, of Omaha, struck the right note in an address before the Business Teachers' Association, when he insisted that the student should get as much drill, as much discipline, as much education, out of a commercial course as he would get out of other high school courses. Secondly, the course should be thoroughly outlined as distinctly commercial. A mere substitution of a few business studies in the usual English course does not make for commercial training and such action is not only an inadequate provision for present needs, but it is destructive of future possibilities. Properly planned, a course of instruction may bear the stamp of its purpose in every part, and at the same time lose not a whit, but on the contrary, by unity and close connection gain decidedly in general educative value. This means necessarily in the larger cities at any rate, a separate corps of teachers. A separate building is strongly desirable, not only on the ground of superior adaptability for the uses of a commercial school, but for the far mightier consideration of absolute independence in fact, and full differentiation in the public thought.

"Secondary education of the manual training type is to-day years ahead of the development which would have been possible if the separate manual training high schools had not been established. Place the commercial course in the ordinary high school largely under the charge of the present teaching force and you rob the new movement of half its possibilities. The problem of working out good secondary business education needs all the freedom that is possible; it can be solved only by independent faculties with every member intent on the questions of his own department, of course, but also

grappling with the problem of the entire scheme of studies. Under these conditions an *esprit de corps* will be aroused, greatly conducive to the final success of this feature in the system of public instruction. When a few such independent schools have wrestled with and solved the problem of commercial instruction, the ordinary schools will have a better basis for 'commercial courses.' With these considerations in view, we can readily say that between the two-year strictly commercial course of Washington, for example, and the four-year course slightly specialized, of some other cities, the choice should be made not on the basis of what is offered now, but of approximation to the real type, namely, a well-planned, fully-specialized scheme of commercial training covering at least four years of secondary grade."

Respectfully submitted,

W. E. STEARNS,
Principal of High School.

REPORT OF THE GENERAL SUPERVISOR.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—It is greatly to the credit of principals and teachers that much attention has been given in our schools to decoration in the form of pictures, busts, and other objects of art. Many of these are excellent, and they must have an influence in forming the taste and in training the judgment of the children as well as in making the buildings attractive. The lighting of the schoolrooms interested me almost as much as their appearance. Not less than seventy-five classrooms in the city have desks placed so that light comes to the children from the right, an equal number have windows in front of pupils, and the number having blackboards between windows exceeds this conservative estimate. The light in many rooms is so poor that every possible means of improvement should be used. In the new buildings shades roll from the top of the windows, and the whole lighting surface must be covered in order to shut out

sun-glare. If the shades rolled from the middle, up and down, they could be adjusted from time to time so sunshine would not reflect from the polished desk tops, and yet one-half of the window would admit light.

The schools differ so much it would seem that the problem of unifying the city had been found impossible. There are all types of schools, and the grades in one compared with the same grades in another vary considerably. To illustrate, an 8th grade in one school may be no better than a 7th in some other. This is true, because promotions are made without a common standard of attainment for each of the grades. The problem of grading is one of considerable importance. It is less so than education itself, for it is only one of the means to this end. Where it is unduly emphasized, education is retarded rather than accelerated; where it is properly subordinated, but carefully attended to, the teaching is better and the children are happier, freer, more proficient; the teacher has fewer cases of discipline, and her time and talent are employed more advantageously.

The classification of children is frequently the cause of poor grading. Our rules require 30 children in the 8th grade class, 40 in any other grammar class, and 48 in a primary class. Frequently children are "pushed up" to fill classes or to make room in the lower grades. This always weakens a class, for the children thus advanced, as a rule, have not the same attainments or maturity. They retard the class, even though they may—in a certain way—do the work. It would be unprofitable to keep them in a different grade in the same room, for the teacher must then give short lessons to two classes. Our schools are organized twice a year, and, while all must agree that classes should be of reasonable size, this rule is a cause for the variation in the quality of the work.

We have a number of large schools, and in each the duties of the principal are so arduous that eventually he must be relieved of some of them. There is the alternative of providing a clerk at a reasonable wage, or of freeing the vice-principal so the educational work shall be done. The latter plan is objectionable, because it would create two authorities in each school; one, the principal, responsible for

the management, the ordering of the books, the care of the property; the other, the vice-principal, having charge of the instruction. It seems to me wise to release the principal from office routine by giving him an efficient clerk. But, even then, it is impossible for one person to properly supervise a school of more than twenty-five or thirty classes. The placing of more than 1000 children in one building is not without danger as it is not without loss to the best interests of the children. While it is necessary to mass the children, there should be a limit, so educational purposes shall not be defeated. More school buildings rather than buildings of thirty or thirty-five or forty class-rooms and the relief of the principal, with increased responsibility for him, would be beneficial to our system.

It is unfortunate that our schools are without assembly-rooms. There is no more powerful influence in the control of a school than the public opinion of the pupils. To create and direct this is one of the important duties of a principal. He can do it well only when the school is together. A school with a good corps of teachers cannot be successful without a principal who can unify their efforts and lead his school by presenting to teachers and pupils ideals for attainment. Without the assembly-room the principal is handicapped. In many of the schools adjacent classrooms and hallways are used as assembly-rooms. In some buildings, benches are placed in hallways; in others, the children stand in the halls for fifteen minutes at a time. These improvised meeting-rooms indicate clearly the need, and it ought to be recognized by the authorities, and met wherever possible. A sense of unity and a spirit of loyalty to the institution result from the meeting together of the school.

The systems of dismissal followed in some of the schools seem to me perilous. They should be less elaborate and always the same, morning, afternoon, and at fire-drills. The nearest doors should be used and the most direct routes to them should be taken in an orderly and expeditious manner. The regular dismissal twice a day ought to be such that the children are trained to pass out in a proper manner; then, if the fire-drill be given once a month at an

unusual hour as a test, it will be of some value in time of danger.

It is necessary to economize time in the modern school. There are so many subjects to be taught, so much testing, and so many other forms of interruption of the school work that it is a difficult problem to get time for the teachers to teach and for the pupils to learn. The law requiring suitable entertainments to be given in celebration of Thanksgiving, Lincoln's Birthday, Washington's Birthday, Decoration Day has a worthy object in that it seeks by this means to inculcate love of country. To make good citizens is one of the aims of education, and patriotism assists in doing this. These special exercises should be arranged so that they are no burden, require no preparation, and do not unduly interrupt the work of the school. The time allowance per week for each special subject should not be exceeded under any circumstances, even at Christmas. These special subjects bring life, interest, and variety into the school work and are of great value. The time allotted to the morning exercises should be used in the special musical preparation for all entertainments, and the time of the manual training and drawing ought to be used for the making of presents. For the limited time, the upper grammar grades have too much to do, and the effort to do so much results in doing nothing really well. The 8th grade should be relieved by dropping geography and penmanship and either American or General History. These examples indicate clearly that school economics need attention.

The order in the classrooms is generally satisfactory. The necessary silence and attention to assigned work are secured through the influence of the teacher. The spirit of co-operation and of willing submission to authority is clearly in evidence in the rooms of the best teachers, where restraint is easy and natural. In such classes the good of the children is chiefly in mind and the freedom allowed contributes to the development of the child. There are a few rooms where strict military order is insisted upon, and the children are automata. As soon as the domineering influence which demands

such order is removed, the children are noisy and troublesome. It is apparent to the unprejudiced observer that the best teachers are doing much to develop in the boys and girls the power of self-control. The discipline which is founded upon good-will and mutual respect, obedience on one hand and justice on the other, must help to make strong men and women. No code of rules can be a substitute for the personal qualities of the good disciplinarian. These are sympathy for children, ready interpretation of their motives as evidenced in action, decision, firmness, courage, good judgment, and a clear knowledge that the purpose of discipline is not only to secure the immediate end of quiet in the schoolroom, but character in the pupil.

The work in arithmetic is not as satisfactory as I hope it will be in a year from now. There has been too much written work. Much of it was done without supervision, and errors in combinations were made without correction at the time and so have become fixed. Arithmetic may be as valuable to the grammar school pupil as geometry is to the High School pupil. In my opinion, improvement must come if all acknowledge the importance and worth of arithmetic in training the child to think, and the instruction be adapted to that purpose.

The number work of the kindergarten is rationally conceived, and it suggests the plan for the primary grades. The objects used should be of such a character as to allow the mind to be fixed upon the number. If their shape, color, or size be striking, these characteristics will be in consciousness. The counting and grouping of objects, the cutting of material into fractional parts, the drawing of plane figures, actual measurement, the judging of distance, should form the basis of arithmetical work. Everywhere in the school, a new subject should be presented objectively, or by illustrations rather than by rules. The addition, subtraction, multiplication, division, and denominate tables should be thoroughly memorized after they have been developed, but not before. This order is very unusual, the custom being merely to present the tables to be memorized. Every practical

teacher knows how imperfectly they are known, but fails to realize that if they had been built up, association of ideas would have assisted the child's memory. The fundamental processes are not understood by the children; hence when they undertake to solve problems they fail. In the series of ten grade meetings that I held, it was my aim to organize the work required in arithmetic and to give such an exposition of it that the teaching might be improved. In my meetings with the corps of teachers in the various school buildings, I have given three ends to be reached in the mathematical instruction and have amplified and illustrated them in sufficient detail to make the general principles clear. The first is mastery of the fundamental processes. This can be obtained only through analysis and the oral explanation of many varied problems. It takes time at first, but the power of the pupil to help himself is so developed that time is eventually saved, for he becomes independent of the teacher. The second is facility in calculation. This can be acquired through oral work by constant practice in the mental solution of problems and drill in process-work. The third end is the habit of doing neat, careful work. Children should be trained to arrange their work in a logical sequence and with creditable care. The aim heretofore seems to have been for speed, but speed can never be acquired with the children knowing so imperfectly the fundamental tables, or with them as confused as they have been. It was very gratifying to me to find on my second round of visits to the schools a marked effort to change the work and to do it in order to secure these ends. The teachers are striving with earnestness and unremitting zeal. Theirs is a difficult task. To perform it, I do not advocate any one specific method, but rather a unity of effort for the same aim. One method in any subject for a city as large as Newark is neither practicable nor desirable. In my judgment the good teacher should have reasonable latitude. Method is a means to an end and ought not to be an end. Undue emphasis placed upon method dwarfs the teacher. Instead of gaining in power she deteriorates into a machine

—a calamity of much consequence to a teacher, to the children, and to the school.

The revised course of study in geography and history is nearly ready. The change is especially needed in the first mentioned subject. The geography of the 6th grade is so burdensome that the work required cannot be done. In grades below the 4th, the work is desultory and what is done lacks coherence. History throughout the city is best taught in the 7th grade. There are various interpretations of the amount of work required in the lower grades. The eighth grade topics lack articulation, and the children do not study them so that events are related as cause and effect.

The schools that use a mechanical system of reading are behind those that strive to create interest in reading. The schools that do the most figuring in arithmetic are less proficient than those that aim to create interest in the subject and to develop the power to think. The schools that sing the best songs are most expert in the technique. Those that aim to develop power, to arouse and to foster interest, to make the child happy, to adapt the work so that the highest aim is ever uppermost are the most successful. This clearly indicates that formalism in any subject defeats itself. Mechanical routinism instead of lively interest is a bane.

There should be a reform in the kind of work assigned to children who are not engaged in recitation. In the grades below the fourth school year the groups of children not under the immediate instruction of the teacher are occupied in copying words. Even in grades higher up, it is the custom to give some form of hack work in writing or copying words or map copying that shall keep the children busy. Other than for this purpose the occupation work has no value whatever. The penmanship is injured by so much writing and more harm is done in this way than can be overcome in the regular penmanship lessons. It is desirable that occupation work in the lower grades shall correlate with nature study, taught orally and without a textbook or reading-book, and that drawing as a means of expression shall be a substitute

for so much written work. The occupation should be worth while; it should be interesting; it should be varied; it should develop intelligence and power.

There is abundant evidence of the earnestness of our teachers and of their devotion to their work. They are unsparing of themselves in their efforts to benefit the children in their charge. There is a willingness to receive and to profit by suggestion that makes the work of supervision a pleasure.

In conclusion, I desire to place on record my appreciation of the friendly reception given me by the teachers in the classrooms and of the co-operation and support of the principals in my work. To you, I am indebted for words of compliment and good-will; to my colleagues on the supervisory staff, I owe acknowledgment for a hearty welcome to my new field of labor.

Respectfully submitted,

DAVID B. CORSON,

General Supervisor.

REPORT OF GENERAL SUPERVISOR.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—The past year divides itself sharply into two periods. During the second semester of 1903-4, I supervised all the work of the fourth to the eighth years inclusive; during the first semester of 1904-5, I have specialized on a few subjects but I have extended my supervision to the second and third grades.

Grading—I hear of fewer anomalies in this matter than formerly. Yet there are still teachers who struggle vainly to teach the work of a grade to pupils many of whom have never had the work of the grade below. This is a great strain on the teacher, and a great injury to the pupils. The possibility of such grading will decrease when new courses in geography and history shall be adopted. It will never be eliminated until the present rigidity of boundary lines between school districts is moderated.

I have been pleased to note several instances of very skillful grading, done for the good of the pupil. In some cases, a pupil, backward in one subject only, is sent at specified periods to a lower grade for instruction in it, and thus is brought up to grade without that tax upon the teacher's time and his own health which "keeping in" would have involved. In other cases, clever pupils are given the privilege of special instruction by the teacher or principal, and are thus enabled to gain a half year without serious loss. These legitimate variations upon the ordinary routine are creditable both to the teacher who achieves the extra work and the principal who directs it, and they create true appreciation of scholarship in the pupils.

Semi-Annual Tests—In the spring, I had the pleasure of working with the committees that made out the semi-annual tests in mathematics, geography, history, and language, and of inspecting the five best English papers from each class. The discussions in committee were very profitable to me, and I believe to the teachers and principals forming the committee. The effort was to make the questions tests of power, as well as of knowledge, and to call forth short, concise, definite answers rather than rambling dissertations. Those teachers who had done most to enable their pupils to fit the answer to the question were best pleased with the work of the committee, but satisfaction was generally expressed. The second aim was to make each paper so short as to render possible care in the form of the pupils' work. The papers which I saw showed generally good results in this respect. The third aim was to lighten the teachers' work in marking. This is a serious consideration, particularly at the end of the spring semester.

The differences exhibited by the papers sent in from various schools are no greater than the differences in the manner of marking by the various teachers. An answer which one teacher would mark ten, receives little or no credit from another. For instance, one teacher refused to approve a note which was perfect in form, because it lacked in courtesy of tone. Another, in the same grade marked perfect a much poorer note *containing five technical errors*

This leads me to suggest that the practice of sending lists of percentages to the Superintendent's office be abolished. Teachers should doubtless keep the papers written at these tests until all questions of promotion are finally settled; and principals should preserve the records of the pupils still longer—perhaps until the pupils graduate. But the percentages as now filed are practically valueless.

Arithmetic—The definiteness of the new course of study, and the character both of the semi-annual tests, and of the various less formal tests which I gave in many of the classes led to a conscious effort on the part of most of the teachers to attain a gradually rising standard of correctness and celerity in technical work. When I dropped special supervision of the subject, I felt that in these lines the work of the city was improving. But, from school to school, and indeed from grade to grade, in the same school, the methods of handling problems, and the methods of explaining processes were not only dissimilar, but often inconsistent, so that the children passing from one school to another, or promoted within a school were frequently confused by the change. The form in which calculations were placed upon the paper also was a matter that needed accentuation. The papers sent in for the St. Louis exhibit showed that some of the teachers clearly understood the value of concrete work, as the basis for mathematical thinking; but others used elaborate illustration merely to ornament pages of work which needed no appeal to the concrete, in fact, must have been hampered by it.

Since the beginning of the past semester I have noticed the subject of arithmetic only incidentally, but I have seen everywhere attempts at greater neatness in form and at uniformity of treatment.

Science—In some schools where considerable attention was once given to nature work, the subject has been practically dropped during the past few years. The reason given in some cases is that supervisors do not demand such work. This is a pity. It is true that my own ministrations have been chiefly directed towards aiding the teachers in what are often called the major subjects—reading, the

speaking and writing of good English, spelling, arithmetic, etc. But nature study, properly conducted, gives such zest and interest to these same subjects, and has furthermore such great ethical value that I cannot understand its being willingly dropped where once successfully pursued. There are a number of class-rooms and some whole schools in which profitable work along this line is so done as to increase the efficiency of the work in the three R's.

The weakest work in this subject consists in the lifeless reading *about* life. I have also noticed a tendency, common I believe in other cities also, to base an induction and formulate a general statement on one or two examples.

The strongest nature work has been done in connection with school gardens, and field excursions. I visited several times Mr. Tucker's garden back of the State Street School, and was delighted to see the unselfconscious eagerness of the little workers, and the self-forgetfulness of the master workman. At several other schools good work of the same kind was done last spring. This and the occasional excursion are the best means not only to give those elements of training which are universally conceded to be the outcome of nature study, but to give an apperceptive basis for the appreciation of the best literature. I found, lately, a second grade class laboring through the reading of a description of a country scene containing a stream, a grove of pine trees, and a field of daisies. No child in the class had any conception of a pine grove; four had seen a field; three had seen a stream in the country. It will be a serious matter some day to teach religion to these children from a book almost all of whose imagery is drawn from pastoral and agricultural life.

In this connection thanks are due to some of the school janitors. I find myself refreshed in mind and body by my visits to such a building as Elizabeth Avenue, where winter and summer there is leaf and flower to attest the intelligent devotion of a busy man. Several of the janitor-gardeners accept troublesome help from the pupils, and thus cultivate two gardens at once.

Geography—I have paid only incidental attention to this subject in the class-rooms during the past semester.

But last spring I did a little definite work in the subject. I took a class from Summer Place upon a field excursion, inviting the principal to accompany me, and requesting her criticism. I then took a class of teachers over the same ground, inviting Miss Luther, of the Normal, to observe and criticize the work. I have seen some good results of that and of similar work from several schools. Much more work of the same sort is needed. I still find teachers in the lower grades causing children to copy and learn definitions of the natural forms of land and water with no comprehension of the meaning of the phrases which they employ. But in general the textbook is intelligently used. The change in the course of study, soon to be inaugurated, will be generally welcomed.

The astronomical and commercial geography has been a source of much discussion among the teachers of the eighth grade. The best work in this subject is done in the classes whose pupils are learning to use reference books; to compile statistics; to investigate the actual conditions around them, and to put together the material for several sources into a sequential whole. On the other hand, there are classes that copy catechetical statements into notebooks and memorize them. The teachers who are so unfortunate as to have two grades in the eighth year find no time to teach the subject properly; yet they all appreciate the importance of sending to the High School pupils accustomed to "learn a lesson" and the value of this subject as a means to that end.

History—History has received little special attention from me so far. No subject is more unequally taught, and in no subject is there greater need for an explication of the course of study so that the difference of aim in treating the same content in different grades may be made clear.

At present the best work is done by those individual teachers who feel most strongly interested in the subject, and from whom, therefore, the pupils get interest by contagion. Barring this fundamental fault of indefinite aim, the chief fault in our teaching comes from the

prevailing tendency to do too much for the children. The problem that lies before us is to train the pupils to work for themselves, and yet to see that they get the knowledge that we wish.

Spelling—Many teachers give short lessons from the speller to be learned at home, and hold the pupils and their parents responsible for definite tasks in this subject. As a rule, parents appreciate the reasonableness of these demands, and respond to them. The spelling in all written papers is still not what it should be; the standard is not high enough in some places, and in others there is great difficulty in attaining it. Great need is expressed in the grammar grades for more dictionaries. Many classes have individual dictionaries purchased by the children themselves. Without them, it is very hard for a teacher with two groups to obtain accurate spelling in written work.

There is great need of a systematic course of phonics throughout the upper primary and lower grammar grades. The result of teaching reading by the prevalent methods without phonic drill is evidenced by occasional cases of pupils who show an entire lack of appreciation of the sound values of letters. A rather elaborate use of diacritical marks as indications of pronunciation in the preparation of reading lessons does not take the place of the work here suggested; the best that can be said for that practice is that it leads to an understanding of the dictionary symbols.

I hope next term to do something to aid in such a classification, and also to spread the knowledge of some good methods in word study which I have found in the schools.

Reading.—Most of the reading material used in the lower grades is too easy. Its use, however, has led to considerable fluency.

There is excellent work to be found in the city in (a) silent reading, to gain information; (b) silent reading for pleasure; (c) reading aloud to give information; (d) rhetorical study of literature. The immediate need is to

systematize the work, and to make general the virtues that already exist.

Several of our most intelligent teachers have kindly consented to experiment with various units of literature in the grades from the fourth to the eighth inclusive, and I hope next term to be able to report upon their conclusions.

The Newark Library has done much to aid in this quest. Whenever we have desired to experiment with a book not on our list of text books, the Library has readily purchased and loaned to us a half set.

Library Work.—In the Burnet Street eighth grade there has been a course of lessons given by members of the library staff upon the methods of finding and using the library resources. The principal of the school, the eighth grade teacher and I have attended these lessons, and the principal thinks well of their immediate results. It is hoped next semester to establish this work as an integral part of the term's work, and to apply the power gained to the history and geography work of the school.

I know of no city where so close and systematic an interrelation of school and library work as this has been accomplished; but with the good feeling and intelligent co-operation that now exists in the city there is no reason why graded lessons in the use of the library should not ultimately be a definite feature of our course of study.

Several schools send regularly to the library, messengers with lists of required books, and of subjects of present interest; and at least one of the collections of pictures on historic subjects made by the library has been elucidated by short legends written by pupils in our schools.

Grammar—No subject has improved more during the past year than technical grammar; both on its theoretic and its practical side. As is usual with this subject, a few upper grade teachers have been led by their own interest in logical distinctions into dwelling too much upon nice details, but as a whole, the movement has been wonderfully free from such indulgence. Even the interest in-

cident to a new textbook has not allured many of our teachers into much waste of time in hair-splitting.

The test in English made of first year pupils at the High School, while it did not yield very high percentages, elicited from several of the English teachers an approbation of the practical value of the grammar teaching in the eighth grades. Many of the eighth grade teachers have expressed even stronger appreciation of the work done below them. And in the fifth grades, the reaction of the simple analysis there given upon the sentence work in the pupil's compositions is marked. In general, the classes are approximately up to grade in technical English through the sixth grade.

Composition—There are teachers in the lower grades who have two exercises in original composition daily, and who find no trouble in making all these exercises interesting and profitable. There are sixth and seventh grade teachers who have three or four composition exercises a week, and who find the inspection and correction of almost all of these exercises no burden. It is needless to say that the quality in these cases is so good that there is little to correct.

On the other hand, there are some classes doing so much written work that the quality suffers. Much of such work necessarily goes into the waste basket without examination. And there are other classes that write so seldom as to find little profit in the points practiced.

Most of the essay writing has life in it—is interesting to the authors. The heavier essays allotted to the upper grades have been attacked with considerable spirit this last term. There are several schools in which a very interesting exhibit could be made out of the regular work done in the grades.

Art—Miss Struble and Miss Chase accompanied me on a field day with a group of teachers, and gave some work in perspective and out-door sketching to my edification. In several schools the work in picture description outlined by the art department has been inaugurated, and I see no reason why special pictures should not be regu-

larly studied in each grade. Our work in this line was favorably commented on at St. Louis.

Music—Besides observing, as usual, the technical work done in class, I have been invited by Miss Westwood to several exercises celebrating and illustrating the work of special composers. And I have received from her and from eighth grade teachers sets of compositions on musical subjects.

The tendency shown to decorate these essays on musical subjects with designs or other ornaments indicates the close relation of the two arts in the pupils' consciousness. I have submitted these volunteer decorations to the art department, and suggestions will be made next term to aid in the satisfying of this impulse.

Sewing, Cooking, Manual Training—The teachers and supervisors in all these subjects show a very gratifying appreciation of the relations of their subjects to the whole curriculum. The fact that most of these specialists were formerly successful grade teachers leads to this breadth of view. Hence there is considerable effort to have the pupils tell what they do and describe what they see in both oral and written exercises. Wherever English is well taught in the schools the grade teachers welcome this co-operation. The results show plainly the need of this drill in the application of English to practical subjects.

Conclusion—It is undoubtedly true that as

“Art is of art the guerdon,
Song of song,”

so the great compensation of the true teacher lies in her teaching. Hence I have found my work to pay in the doing. Yet I am sensible of the continued expression of confidence and appreciation which I receive from my fellow teachers, and for your approbation of my endeavors and toleration of my short-comings.

Respectfully submitted,

LOUISE CONNOLLY,

General Supervisor.

REPORT OF GENERAL SUPERVISOR.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—The re-division and assignment of supervisory work consequent to the appointment of a new general supervisor has had the effect of limiting my field and extending my opportunity. The sole general supervision of the kindergarten, the first year, and a large part of the second year, brings me in direct contact with the problems of a large school system and the assignment of four years' work in two large and widely different schools enables me still to keep in touch with the work of the entire primary course. As a result of the new order I have been able to cover my territory much more frequently than before and, I trust, more effectively.

One of the gratifying changes that I have observed during these visits is the active and growing interest in the problem of grading. Three years ago only one school in the city was graded in accordance with the theory that the differences in the work of individual first year pupils are as marked and as important to consider as the differences in the work of first and second year children. In this school alone was it possible for a child to enter at any time, to return from an illness of any length, or to work as rapidly or as slowly as his welfare demanded, and yet be placed exactly in accordance with the work which he had accomplished. To-day one-half of the schools in which such a plan is possible have made a more or less satisfactory attempt to secure these results. The less successful conditions exist in the schools where the pupils change teachers too frequently, and where the testing and grouping is not done by one person but by several whose standards differ to such a degree that the groups are not after all a working measure of ability or attainment. By reason of the small number of classes which they can accommodate thirteen schools are debarred from a consideration of the plan and it is to be hoped that some of the proposed additions to buildings may be made to these schools rather than to those already beyond the power of one man to administer in a manner satisfactory to himself. Where such grading though possible has not

been undertaken some of the principals conscientiously oppose the plan on the plea that "it is criminal to discriminate between high and low pupils of the same grade" and they seem to be conscious of no inconsistency when at the close of the semester they unhesitatingly condemn thirty-three and one-third per cent. or more of the pupils to remain in the class to do the work over again while the "high pupils" are promoted. A child feels this discrimination much more keenly than he feels the division of his class for more effective teaching and the pity of it is that, had he been carefully placed where he could work slowly and thoroughly, he might easily have accomplished a definite portion, if not all, of the requirements for promotion. As it is the pupils who have not done all the work begin again with those who have done none and it cannot be that they begin with the impression that school is a place where one is certain to receive, in return for time and effort, something that is definite and inspiring to new endeavor. In other instances principals hesitate to try the plan because "it is unfair to the teachers of the lowest classes." This objection does not seem to remain in the minds of the teachers who have had a successful experience with such grading. On the contrary the teachers of some of the largest schools have unanimously voted to continue the plan, and there is every reason to believe that in a short time all will be impressed with the importance of making some plan whereby more attention can be given to the ability of individual children.

Another growing conviction is that of the importance of strong work in the first year. Unfortunately this idea is not yet universal. Nineteen of our fifty-one schools are still suffering from the exceptionally weak work of one or more teachers who seem incapable of acquiring the greater skill required for first-year teaching. In almost every instance these conditions result from the fact that strong first-year teachers have been moved to higher primary or grammar grades and their former places filled by teachers who have been unsuccessful in the higher grades or by those who have had no previous experience. In one instance a principal is gradually weakening the entire work of a formerly excellent school by placing his

first year work in the charge of six inexperienced and inefficient teachers. Opposed, however, to this suicidal policy is a growing majority of the principals who believe that no stable structure can be built upon a sandy foundation and who declare with Bishop Lawrence that work once organized and animated by a great teacher may be carried on by one having far less ability with a fair degree of success.

The class room work has been hampered as formerly by too large classes, poor grading, mentally deficient pupils, and often by poor material. It is unfortunate that any young pupils are obliged to work on blackboards placed too high to admit of their working well, and it is more unfortunate that a child's introduction to books should be made through one that is torn and unfit for use. Notwithstanding all obstacles the spirit seems to grow better and there is apparent a more intense, inquiring, and productive interest in the work. In many primary rooms the quantity of work done is more than double that of last year and that too with no sacrifice of quality and no additional expenditure of nerve force. In consequence a large number of teachers are coming to realize that better results do not necessarily mean more work and worry for teachers or pupils but merely more thoughtful and systematic procedure. They are, indeed, working out the theory that "he who toils is a slave and he who plays is an artist."

My aim for the year has been to extend as far as possible the principles of class organization and teaching which had been illustrated in a very few schools. To this end my grade meetings were used to show with classes of both English and foreign pupils results in first year reading and language. Nothing could have been more kindly received by the teachers and principals. To the many requests which followed for knowledge of the way in which the work was done I responded by testing, grouping, and teaching in the several schools at least four-fifths of my time. In these exercises I endeavored to illustrate the following fundamental principles: that the most valuable group teaching is possible only when all in the group are ignorant of and ready to

know that which is to be taught; that several classes of the same grade offer economic advantages in the division of labor; that it is a waste of time and effort to leave two teachers each with a class that divides itself into five groups when by dividing both classes into five groups one teacher could have two even groups and the other three; that children universally respond to matter which is truly artistic; that mechanical difficulties loom like mountains before a perfunctory attention and disappear like magic before an overwhelming interest in the soul of the instruction; that it is possible and necessary for a teacher to know whether or not all the pupils have grasped the definite items of her instruction; that knowledge must not be dealt out in homeopathic doses but that pupils must be trained to independent effort and achievement; that pupils should be trained from the first to compare what they learn to-day with what they learned yesterday and in so doing come upon things that were never told them; that as the business man demands interest on his investment so pupils may be trained to the conscious power of gaining an interest on their time and effort invested. To impress the value of these simple and generally accepted principles I worked persistently and sacrificed always everything that might seem attractive to the superficial observer.

In the end I have the pleasure to report that in thirty-nine schools the pupils are beginning their reading and language with material conforming to the standards of art, that the methods of teaching are being viewed by the teachers in the light of a psychological problem; that in almost every instance the results have been better than we dared to hope, and in several classes certain features of the work are equal to the best results obtained by the schools which have had a longer experience and have gained an enviable reputation for their work.

Respectfully submitted,

MARGARET M'CLOSKEY,

General Supervisor.

REPORT OF THE DIRECTOR OF MANUAL TRAINING.

Dr. A. B. Poland, City Superintendent of Schools.

Dear Sir:—Acting on your suggestion I herewith hand you the report of the manual training department for the year ending December 31st, 1904.

The results of the year's work are, on the whole, very gratifying. There has been no lack of interest on the part of the pupils and no letting down in zeal and conscientious work on the part of teachers.

The growth of the city, together with increased demands for manual training in the High School has made it necessary during the year to add two more teachers to our special corps. These teachers have entered upon their new work with a vigor and spirit that make them a real accession to the department.

We have made no important innovations this year in our manual training work but have rather striven for greater efficiency along lines already laid down. The outline of work that is suggested for each grade is not at all mandatory, but contains examples of the kind of work that may be done with profit in the classes for which it was planned. Such an outline of lessons is necessary in order that there may be a definite and purposeful thought running through the work from beginning to end. Using the principles, processes and materials suggested, the outward form may reflect the individuality of the maker or the impress of environment; it may be controlled by special conditions or dictated by peculiar needs. The suggested work for each grade is then a warp and woof, the fabric takes on shape, size, weave, beauty of individual thought and local color in the hands of the weaver.

In every grade we endeavor to make the work real, touching life at as many points as possible. This thought may be illustrated by naming some of the purposes for which work is done.

A pupil makes things for himself, for instance, toys to play with, or contrivances, to hold his own belongings. He makes things for his family; special articles for particular members, articles for general use in the house. He

makes things for the school, as individual bits of apparatus or small conveniences. Conjointly with his fellows he works on a communal problem that is to be of some lasting and permanent value to the school. He makes things for some one he does not know, who needs help; toys and trinkets for children sick at home or in hospitals, for children in other institutions,—special constructions for any less fortunate than himself.

In these and all other ways that we know, we are making our manual training of definite cultural value.

Work in Primary Grades—In September the primary manual training work was extended so as to take in six other schools giving us, at the present time, a total of thirty-six schools that have definitely planned work in all grades.

The teachers in the primary grades are now better able than ever before, to use efficiently the tools and materials furnished. The improvement in the teacher's preparation has come through three sources. In the first place the graduates of the Normal and Training School, most of whom go into our primary grades, have a good practical knowledge of the primary manual training work. In the second place, the teachers, who have been called to attend the regular grade meetings of the department have, at these meetings, investigated for themselves, the processes to be taught in their classrooms. By this means they have met and solved the difficulties of the several lessons. In the third place, one or more teachers from each of the thirty-six schools have attended or are attending the volunteer class formed for the study of materials and processes valuable to these lower grades. The aim has been to make the handwork of **each grade really** contribute toward the school life.

In the first grade manual training has furnished the means for good occupation work. By using squares of paper the children have made articles involving the processes of folding, cutting, constructing and pasting; by using raffia and similar material they have made objects embodying the principles of braiding and weaving. In

other grades materials, tools and processes have been used to illustrate work in language, geography and number. In all grades the work has helped to accent special days, occasions and seasons.

To help the teachers to a better understanding of the principles involved in the construction work of their respective grades I desire, very early in the coming year, to place in the hands of each teacher a printed sheet of diagrams of typical problems.

Whittling—Beginning as we do, a new kind of work, under a special teacher, the manual training in the fifth and sixth years is full of interest. Throughout the year the aim has been to make each lesson, not only a step in a series having a desirable purpose but also, in itself, a source of real pleasure and profit to the pupil. Much emphasis has been laid on the beauty of things well done, clear lines on clean paper, smoothly cut edges and corners, beautiful curves, fine proportions and soft artistic finishes. The results, in class work, in special school work, and in individual thinking and doing have been particularly gratifying.

Grammar Grade Bench Work—During the year we have opened two new centres for grammar grade work and have remodelled one of the old centres. With these additional facilities it has been possible to dispense with the sending of classes out of their own school in two cases and in other two cases to shorten very considerably the distance which the classes have to go for their manual training lesson. As in the fifth and sixth grades so in the seventh and eighth particular attention has been given this year to the beauty that is the result of clear thinking and careful doing.

In these upper grammar grades the boys are at an age, when the desire to investigate the go of things is very prominent. They are on the alert to add to their knowledge of how things are done, how materials are used to get certain results. We are seeking to stimulate this natural desire in every way we can, by giving special work to particular boys, by advising with pupils about

work they are doing at home and by encouraging boys, whose tastes are similar, to club together for mutual benefit. The work of these grades shows that the pupils are putting more thought into planning and more care into the outworking than at any previous time.

High School—The work in the High School has grown, so that, since September, the entire time of three teachers has been required to furnish accommodation to the classes.

A definite correlation between design and construction has this year been made possible. Every pupil in the manual training course is now obliged to take one hour per week in design; some very interesting results have been reached; for designs have not only been made on paper, but they have also been worked out in suitable material either, under the direction of Miss Garrabrant, the teacher of design, or under one of the regular manual training teachers. There are now in process of construction in the High School shops many pieces of work showing good individual thought in design and much care in construction.

In addition to the regular work there has been accomplished during the year, much interesting "Arts and Crafts" work in wood, leather and sheetmetal. This special work has been done after school, the pupils buying their own special tools and materials.

In the mechanical drawing department the work of the first two years has been reorganized, and most excellent work is now being done. A step has been made toward offering a choice between architectural work and machine design in the last two years. Some good results have been obtained and a further development is coming next year.

A visit to our rooms at the High School will show our pupils earnestly at work and happy in the tasks at hand.

Normal School Work—In addition to the regular classes of Normal students to whom I give manual training work suitable for primary grades I have, since September, devoted one hour per week to the supervision of the manual training

lesson given by the student teachers in the practice or training department.

Applied Design.—Working with the department of free hand drawing, in every grade above the second, two problems have been planned to receive a decorative design. In the primary grades these problems have been made and decorated at Easter and at Christmas. In the grammar grades no attempt has been made to emphasize particular seasons. Some very pleasing results have come from this combined work and both departments are benefited. The design is made more practical and purposeful and the construction is made more beautiful and pleasing.

The past year's work gives hints as to the lines along which future progress must come; these hints will be taken and every endeavor made to make our manual training work of more service to the pupils, the schools and the city.

I wish to record my appreciation of the ready support of the great body of primary teachers, of the untiring efforts on the part of the corps of special manual training teachers and of your ever continued interest in the department.

Very sincerely yours,

ELI PICKWICK, Jr.

Director of Manual Training

REPORT OF SUPERVISOR OF MUSIC.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—The music of the city has gone steadily along, with much progress in certain directions; but the schools are considerably hampered by lack of songs, having used all material available. For the maintenance of the work at its present standard, new material is essential. The music books of the higher grades have been sung through and through.

In all recent educational methods, literature, in its sim-

plified, or original form is used as the basis of subject matter for reading. So in music, songs and compositions of the noted musicians, should be the medium of interpretation and material for practice. The musical spirit of the children has been thoroughly awakened, and it remains for us to supply the demand we have created. In the early part of the fall term, the Codas were listed for use in the grades, from the third year grade through the high and normal schools. These have been the only new material available. Many schools have taken advantage of this, and one or more sets have been added to their school libraries.

In October, two voluntary classes for elementary and advanced instruction were formed. The ready response on the part of the teachers was most gratifying. The attendance was regular and the interest sustained. The results of such hearty co-operation are unquestionable.

The work, in the line of composers, has been carried on, though not so broadly as is desirable. Dearth of songs as a means of illustration hampers the effort considerably. To Miss Dodd of the Free Public Library, is due much credit, for aiding the children in their selection of books in this particular line.

The half day classes have been greatly handicapped in their progress for lack of time. It impresses me, at the present writing, should this necessity continue, that a course of study must be specially prepared for these conditions.

That the music is having a broader influence than the one hour a week schedule in our curriculum allows, is shown by the various choruses that have been formed outside of the regular sessions, the request on the part of scholars to take the song books to their homes, and the interest of various organizations not connected with the school system.

The Sunday schools stimulated by the really good music and interpretive work found in the day school system, have arranged a department of vocal music in their summer institutes.

The work in the normal and training school still continues on the same lines. The students in the normal department have instituted musical mornings, under the direction of one of the instructors, in which duets, trios, and instrumental

solos from the best composers make up the program. In the training department, the music is handled by the pupil teachers, in common with all other subjects in the curriculum. This practice is the only means of training in the teaching of music, for 'tis only the doing in practical teaching that develops ability.

Much of the success in the music is due Miss Florence L. Haines, who has carried the work in the elementary and intermediate schools, most satisfactorily.

In conclusion, permit me to thank the Board of Education and the superintendent for their interest in this department, and to commend heartily the co-operation of my fellow teachers.

Respectfully submitted,

LOUISE WESTWOOD,

Supervisor of Music.

REPORT OF THE SUPERVISOR OF SEWING.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—There has been during the past year throughout the city a steady progress in the methods and results of teaching sewing.

Over one hundred teachers have taken new classes and consequently have had new sewing courses to teach. For these I have held a sufficient number of grade meetings to give them in detail all the lessons to be taught. For the experienced teachers and those prevented by illness from attending the grade meetings, I have given office time for help and suggestions about the work.

My assistant, Miss Donnelly, and I have visited the teachers during their lesson hours as often as possible and have tried to give such assistance and encouragement as they needed. Among them is an almost universal desire to teach the subject well. There is an inclination to lose sight of principles in the teaching and to emphasize results, also to rob the child of power by doing too much for her. These tendencies will be overcome when we all

realize better that we are teaching, not for the present but for the future.

The extension of the cooking course has made it impossible, except in a very few schools that are still unable to have cooking lessons, for the eighth grade girls to be taught shirt-waist making, the part of the sewing course that appeals most strongly to pupils and their parents. I am hoping that the time is near when we may extend our work to the fourth grades and make the full course of sewing again practicable. As I visit the evening schools and see the small children that gather in the sewing classes, after attending the primary schools during the day, making efforts to learn to sew, I am convinced that this opportunity should be given to them in the day schools, and that they should be kept at home during the evenings and given the recreation and bed-time hours that belong to children of their age. The children of the well-to-do are able to pass through the grammar schools and get the advantage of a full course in sewing, but those who need it much more, the children of the poor, leave at the end of the primary school with no instruction whatever. There are probably three-fourths as many girls in the highest primary grade as we find in all the grammar grades together. Many of these are backward pupils, old for the grade; the majority of them belong to poor parents who must hurry them into the city's workshops with the opportunity forever lost of learning how to take the stitch in time so as to stretch their poor means to the greatest extent. Upon investigation I find that the average wages of a fourteen-year-old girl in our evening schools are two and a half dollars per week. If she can make her shirtwaist for thirty cents instead of paying two or three times the amount for the ready-made article, the problem of living is certainly somewhat easier for her.

Our doll experiment in the Seventh Avenue school is more than a year old, and an assured success. The doll is named Genevieve, for St. Genevieve's Guild, by whom she was bought and has been supported. She has to be supported, for her laundry bills are an item. She has a

fresh suit of clothes every day, so that she may be perfectly sanitary for her visits to the Italian homes. She goes home every night with some little girl in the third grade class, to which she belongs. Her clothing is plain and well made in the most approved style for children, so that the parents may see how the clothing, like Genevieve's, which their children make in school for themselves, should be adjusted. Genevieve is made of celluloid, so that she can be kept as clean as her clothes. That she is in as good condition to-day as she was when she began her round of visits a year ago, speaks volumes for the little people who care for her and the teacher whose influence has created the spirit that makes Genevieve's example a power in the community.

A bed, which is an exact counterpart of a full-sized one in all of its furnishings, is now ready for the classroom. In this Genevieve is to take a daily nap, and lessons in bed-making will naturally follow. To the boys of the manual training department we are grateful for this piece of furniture, also for the bureau in which the clothes and changes of bed clothes are to be taken care of. This doll scheme has been lately introduced into the James Street Industrial school, where the managers bear the expense. We are hoping that other philanthropic organizations may soon make it possible to extend this plan to some other schools, where it is needed. Until this winter the sewing in the lower grades of the evening schools has been compulsory. This season it is optional, but with no perceptible falling off in attendance. The majority of the first year girls are unfamiliar with the use of the needle; consequently their time must be given entirely to hand sewing. They make three garments during their lessons, and are ready for machine work the next season. The second year girls systematically study all the parts of the shirt-waist. They show a tendency to make use of this knowledge in repeating the efforts at home. Some of the girls will have made one or two waists at home during the process of constructing the one in school. We are greatly hampered in this work by the lack of sewing machines. In most of

the classes we have but one and there is much lost time and discouragement in a class of fifteen or twenty girls, who waste their precious minutes waiting for a chance at this one machine. In the Industrial schools, where the work is more advanced there is also this crying need. The sewing machines in the schools have been given or loaned by different sewing machine companies of the city. The Board of Education owns none of them.

There has been a great advance over last season in the teaching of sewing in the evening schools. The teachers are culled from the most skilful of our grammar school teachers, and are women devoted to the welfare of our working girls. Their personality creates for the girls an atmosphere foreign to their daily work-a-day life. So great is their philanthropic interest that some of them have expressed a desire to carry on the sewing instruction after the close of the evening schools without compensation.

For the success of all this day and evening instruction in this most important subject we are indebted to the class teacher. Every facility should be given her for doing the work, which, however much pleasure she may find in the doing, is accomplished by a vast expenditure of vitality.

Respectfully submitted,
CARRIE V. STEPHENS,
Supervisor of Sewing.

REPORT OF SUPERVISOR OF DRAWING.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—Art is coming to be regarded as a necessity in our modern democratic society. It is more real and less artificial in character than formerly, and a greater number of people are interested in its various phases than ever before. Because this is true, children must be given such a knowledge, of form, color and composition as will enable them to be correct in judgment and sound in criticism.

Our mission is not alone to teach the pupil to produce the object beautiful, but to teach him to know what is beautiful, and to love it. To do this we emphasize the topics of nature study, design and object drawing.

Nature Study—Beauty is arrangement according to law, but the mere application of rules will not produce beauty. We must reach the sources of beauty hidden within the depths of the child's spirit. Through the ordinary experiences in the fields of nature and art come an inspiration to finer living. Colonel Parker says: "Reading, writing, and arithmetic are the tools of learning; educative practice in art is learning itself." Art is the expression of joy in work; such joy as comes to one who works with understanding of the laws that are embodied in all natural growths.

While it may not be desirable for us to develop a worship of plant and tree life as have the Japanese, a little study of their spirit of adoration will broaden our appreciation of all that is beautiful in nature.

Through the study of nature, there arises a necessity for color knowledge. The man devoid of color perception can not enjoy the finer harmonies of tone and values. Hence the need to develop an interest in color combinations leading to color discriminations in nature and in the arts.

Design—If art is taught as something that may be realized by every individual; if taught through a respect for the simplicity of life and through a love for beauty, I believe whatever a man's vocation, he will be happy, for his will be an art-guided labor.

There has been a development along this line, by correlating drawing with manual training. Abstract or pure design is but half the problem—applied design is the other half. Such questions as these are being asked: Is the design orderly? Is it beautiful? Has it a use? To make something unique or unusual has not been considered most important, but to produce something that showed elements of beauty, or adaptation. In all things a rigid adherence to simplicity has been encouraged. The application of design in the

manual training work has enhanced its value, and the element of beauty in decoration has been emphasized.

OBJECT DRAWING.

Through our ignorance, and eagerness for pleasing results, a feeling of fear, and despondency is often created in the little ones. At home and unmolested they love to draw, love to tell their thoughts by means of picture making. A series of lessons in object drawing has been arranged which will not curb child spontaneity, freedom or individuality. Experience teaches us that power to see truly is tenfold more valuable than power to represent perfectly. Hence free expression has been required in order that skill in technique may not be considered paramount and produce arrested development.

GRADE MEETINGS.

Good teaching in any subject presupposes the necessity of a knowledge not alone of subject matter, but of the laws and principles upon which its structure rests. While the teacher must inform herself in the necessary steps of development, grade meetings have been held during each semester to aid in unifying the work. Discussion of the aims and methods underlying the course of study has been encouraged.

HIGH SCHOOL.

The work of the high school has been a union of representation, decoration, and construction in a series of problems designed to strengthen the perceptive and reasoning faculties, and to cultivate taste and originality. Plant forms have been reviewed as also their application in color harmonies. New plant forms have been analyzed to create motives and elements for design. Designs have been originated that were in keeping with the laws of order, beauty and use. The drawing of "life" and "still life" has preceded such work as poster, program, calendar, etc.

NORMAL AND TRAINING SCHOOL.

In the limited time given to the drawing in this school no extensive knowledge of art can be obtained. The aim has been to secure an appreciation of beauty, order, and unity. This has been acquired by a study of the theory of the relation of art education to life of country and city and the applying of art principles to the need of every day life. Through the effort to master technique, and to cultivate power to impart, even the most talentless students have acquired a self-confidence that will aid them when they come to solve their problems alone.

CONCLUSION.

In making this report I realize how small a factor I have been, and am deeply grateful to the principals and teachers who have so loyally and faithfully assisted me in my efforts. In the teaching of adjustment of means to proper ends, in selecting implements, preparing plans, fitting material, etc., I have been greatly aided by my assistant, Miss Chase.

I am grateful to the Commissioners for the adoption of the "Text Books of Art Education," which have been an aid in waking interest, quickening observation, improving expression, and developing independence. Both my assistant and myself not only formally but cordially thank the supervisors of other departments, for their hearty support and sympathy; and, yourself, Dr. Poland, for great kindness, consideration and courtesy.

Very respectfully,

EVA E. STRUBLE,
Supervisor of Drawing.

REPORT OF DIRECTOR OF WRITING.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—In submitting my report for the year 1904, I would state that in outlining the course of instruction, much stress was laid on the fact that the proper position of pupils, and manner of holding pencil or pen, is of equal importance with letter formation, and that pupils in the lower grades should be very carefully trained in all of these important essentials from day to day. In the middle and upper grades, the attention of pupils is fixed on all the details of movement as well as form; since it is recognized that writing is a mental as well as a manual drill, and that the muscles act only in obedience to the mind. Most pupils, as a rule, have a fairly good idea of form when they enter the grammar department, but this idea has been acquired by a slow process of drawing; hence the necessity of frequent drills on the rolling tracers, and sliding up and down movements, combining forearm with finger action, the former giving power and the latter securing correct shape. This is the true movement for free, uniform, graceful writing. By faithfully following this method of instruction, not only will the interest of pupils be stimulated, but correct writing habits will be formed that will be of positive and lasting value.

Through the earnest, determined efforts of teachers, substantial progress has been made along the following lines:

The forward slant is now well established in all of the grades.

Habits of neatness and care in handling the pen are being well developed.

Greater uniformity in shape, size and spacing of letters and words is obtained.

Movement drills that put "snap and ginger" into the work and give ease and freedom, are used successfully in most of the pen and ink grades.

Improvement in blackboard writing (by teachers and pupils) is quite noticeable, and much to be desired.

Great pains has been taken to improve the character of all the written work.

Much, however, remains to be done to reach the degree of excellence hoped for by all. The effort being made is evidently in the right direction and should gradually lead up to a mastery of the prime essentials of good penmanship—simplicity, legibility and rapidity.

The exhibit of penmanship sent to the St. Louis Exposition, was made up into volumes and represented the actual class-room work; it covered, in outline, the entire system as carried out in our city schools. The preparation of the exhibit aroused a competitive interest among teachers and pupils that was a stimulus to honest effort and better work. The exhibit was certainly a credit to the Newark schools.

The young ladies that come out of the Normal and Training school, do excellent blackboard work and are well equipped to teach penmanship in any of the classes.

The practice of displaying specimens of pupils' writing in the halls, or exchanging with other classes, is becoming quite general in our schools. It awakens a deeper interest, creates a class pride, and is an incentive for pupils to work up to a higher degree of excellence.

Copy-books have been used in most of the schools since the first of November.

The cheerful co-operation of principals and teachers has made my visits to all of the schools exceedingly pleasant.

Respectfully submitted,

C. W. SLOCUM,
Director of Writing.

REPORT OF DIRECTOR OF PHYSICAL TRAINING.

Dr. A. B. Poland, City Superintendent of Schools.

DEAR SIR:—I beg to submit at your request my first annual report upon the work in physical training begun last September.

The importance of rational exercises in and out of the class-room for the physical development of the child, is almost universally felt. That there is a need in our schools for systematic bodily training along with mental training, every one who has visited the schools must recognize. It has been my endeavor to introduce a practical system for this dual development.

Just now the chief educators of the United States are urging the necessity of physical training in connection with other courses of study. College presidents insist that a man's character needs to be rounded out by mental, moral and physical development, and that these are of about equal importance. Unless a man has a strong physique, the vitality of trained and hardened manhood, the power of endurance and a capacity for labor, no amount of book knowledge will carry him upward on the modern strenuous climb to position and influence. Not long ago educators talked of the time lost in teaching subjects outside the pale of the three R.'s. But all that has now changed; for it is apparent that the training of a youth to be upright and honorable as well as to be strong and reliant, is of just as much importance as teaching him to read and write. Unless we have men trained in the school of necessity to strength and endurance, as were Washington, Jackson and Lincoln, we must have jiu-jitsu, the riding academy or the gymnasium. Thus only shall we get the highest types of manhood as typified by the Japanese general Kuroki, and by our own Dewey and Roosevelt.

The work of organization always proceeds slowly. To take proper care of the physical and hygienic welfare of more than 40,000 pupils in fifty-two different school-houses, requires most careful consideration.

Unfamiliarity with the Newark schools at first neces-

sitated a survey of the conditions under which physical training would have to be carried on. Many buildings were inspected; the number of assembly rooms noted; court space and out-door playgrounds were examined; seating capacity of the rooms, available space between desks, character and condition of the desks and floors were investigated. I found many schools using some form of free-hand gymnastics, some using apparatus, and others having short recesses as relaxation periods. The need of a uniform and graded system was apparent. It was evident from these observations that at first some method of free-hand gymnastics would have to be adopted.

In formulating the exercises which are now being used in the class-room, I have felt that the first and most important aim should be the training of the body to a correct standing posture. There is nothing more awkward or distressing than stoop-shoulders, slouching habits, and careless or lazy positions in either sitting, standing or walking. Such habits are a physiological check on the intellectual development and ambition of an individual. A person with careless habits, flabby and unprepossessing appearance will usually be found to be lacking in mentality, if not corrupt in moral principle. We must guard against the school-child's tendency to develop all of these faults; and it is in the class-room we must begin to fight these evils.

I believe, therefore, that it should be the first care in outlining exercises, to see that they are of such a nature that the pupil works for a proper carriage of the body. There is nothing better than "setting-up" exercises for strengthening those muscles which give a graceful and upright carriage. The "setting-up" exercises are used mainly in the army and receive their peculiar name from the fact that they do more in a shorter space of time to put the body in a perfect standing posture than any other kind of exercise. The result is a well "set-up" attitude.

Two-minute "setting-up" exercises have been printed, and sent to every teacher throughout the city, and teachers have been instructed how to teach these movements.

These two-minute "setting-up" exercises are given three times during the daily session, preferably after recitation periods. From time to time throughout the year these exercises have been changed and new and more difficult movements substituted for the sake of physiological progression and in order that the monotony of frequent repetition might be avoided. These exercises afford relaxation through a change of activities, quickening of the circulation, deep breathing of fresh air, and purifying of the venous blood; for these reasons, also, frequent "setting-up" exercises are extremely valuable.

But in order that the physical condition of the pupil may be systematically advanced other things need to be done besides correcting posture; for to successfully accomplish our aims more extended and vigorous movements must be taken than are given in the two-minute "setting-up" exercise. So we have had one period devoted each day to work which will develop the muscular organism so far as is possible under the conditions that exist.

A syllabus of physical training for the Newark public schools, has been prepared. It contains sixty different lessons suited to the several grades. These lessons have from fifteen to twenty, or more, commands, and follow a regular sequence, such as order movements, introductory movements, arm and leg exercises, lateral trunk movements, arch flexions, jump movements, etc. By means of these lessons we aim to advance the motor education of pupils; to teach them to march, to move promptly and with precision. By the cultivation of this control over their muscles and motions their will-power is developed. In these longer lessons we try to regulate, for the time being, at least, the blood pressure, the absorption of oxygen and the expansion of the lungs. We try to teach pupils to breathe correctly and we try to force upon their attention the necessity for fresh air.

The lessons in the syllabus have been graded carefully, each lesson containing only a few movements. The syllabus is only tentative and will be enlarged later to suit the growing needs of the schools.

The growth of the body depends upon the absorption and assimilation of foods. These processes are aided by proper exercise. Probably the short time we are now able to give physical exercise in school hours has little effect upon digestive processes; but, nevertheless, we should not lose sight of the harm arising from sluggishness; and we must give the best substitute we can devise, to accomplish artificially, what naturally takes care of itself in hours out of school.

Little attention has been given to games on account of the more urgent need of overseeing the regular work. But their great value has not been lost sight of. Something has been attempted in the lower grades, and work of this kind will gradually be extended throughout. When the age of twelve or thirteen has been reached, a boy will drop his childish amusement for something more serious. Running, jumping, boxing, swimming, skating and all the popular games will claim his attention. He feels that he is becoming a man, and desires to show his skill and strength. He wants an opportunity to "play his part," "hold up his end," "pull his oar;" and it is only as a member of some school, or athletic club, where self can have full play, while yet subordinated to a common end, that his best efforts can be brought forth. The ability to do good team work, the readiness to throw one's self into the breach to stop an assault, the willingness to make a sacrifice hit to advance one's side, to singly fight a "machine" for the sake of the public benefit, are all types of heroism which the school boy develops largely in the practice of his sports and games.

The power of self-subordination and the sacrificing of personal wishes for the good of a common cause, should be highly developed in our girls also. The highest type of manhood cannot be reached unless we have also the highest type of womanhood. Courage, loyalty, brotherhood and sisterhood are to be developed by sports and games; they are qualities worthy of the highest type of civilization.

In most of the lessons of the syllabus aesthetic movements have been introduced for the development partic-

ularly of grace and beauty. And while it is supposed that the girls will profit more from these exercises, their value will not be lost upon the boys. The free and joyous expression of the emotions through rhythmic and graceful movements of the trunk and limbs develops self-possession, mental and physical poise. Stanley Hall says, "Dancing is one of the best exercises for old and young;" he advocates its being introduced into the regular school course. "Dancing puts the mind and body in harmony and I frequently dance," he adds, "and I believe it helps to keep me young."

At the High School, there is a great necessity for a suitable gymnasium for the fourteen hundred or fifteen hundred boys and girls that attend. The present room devoted to physical training is entirely inadequate. It is with the greatest difficulty that the two upper classes of girls receive instruction, while neither of the two lower classes of girls—and none of the boys—get any physical training whatsoever. Miss Patrick teaches the senior and junior girls for one period only, two days a week, struggling against great odds in very small quarters. Her excellent work with these girls was shown in a public exhibition, given recently. The money which has been raised by these public exhibitions has been put aside for a gymnastic fund, and is to be used in building and equipping a gymnasium.

In consideration of the fact that the boys of the High School are at present cut off from the use of a gymnasium I recommend that the Board of Education authorize military drill. Instruction in company and squad formations, in single trick practice, and in the "setting up" exercises would prove interesting as well as profitable. If the State could be prevailed upon to furnish rifles, as is done by Massachusetts to many of her High Schools, another branch of instruction could be added.

The normal and training school students receive instruction in physical training and are under the supervision of Miss Patrick. The students in the normal department are visited and supervised in the teaching of lessons in gymnastics and in the application of games to the

class-room. Lectures on the theory and practice of physical development are given by Miss Patrick in the normal department twice a month. Practical floor work and practice in teaching "setting up" exercises and free-hand movements are taken up by the girls in this department in the Y. M. C. A. gymnasium. As the teaching of gymnastics is part of the work of a teacher, the importance of this course cannot be too strongly emphasized. A high standard should be insisted upon and full credit should be allowed for the time devoted to this subject.

I should feel that I had neglected an opportunity to express my sincere appreciation of the kindness, courtesy, and consideration shown me, if I did not make some mention, before concluding, of the gratifying co-operation on the part of all principals and teachers throughout the city. Their sympathy has been invaluable in starting this work and their willing and intelligent assistance has been apparent in the good work of the pupils.

Respectfully submitted,

RANDALL D. WARDEN,
Director of Physical Training.

REPORT OF THE CHIEF ATTENDANCE OFFICER.

Dr. A. B. Poland, City Superintendent of Schools,

DEAR SIR:—I herewith respectfully submit my report of the work of the attendance department during the year 1904.

Throughout the entire year the attendance department has given special attention to children who are not truants, according to the accepted meaning of the word, but who remain away from school because of carelessness on the part of their parents or who are kept home by their parents to help about the house or to work in small stores, etc. The number of children in this class is far greater than the number of actual truants, and the evil is much more difficult to correct. Attendance officers in such cases are compelled to visit the homes and to warn the parents of such children

many times; they are often compelled to summon parents to the criminal court before their children become regular attendants at school.

The present school law gives very little help in disposing of these cases since under the requirements of the law it is almost impossible to prosecute and obtain a conviction provided parents send their children to school at all. Some parents send their children to school for one or two days each week to evade the law. If the law could be so amended that after one written notice had been served a parent who habitually keeps his children home for one or two days each week, or who allows his children to become irregular in attendance could be prosecuted, it would materially aid in enforcing regular daily attendance.

There have been nearly seven thousand (7000) cases of this kind reported during the year to the attendance department by the principals of the various schools. As a result of the combined efforts of principals, teachers and attendance officers there has been a steady increase in the number of days of actual attendance and in the per cent. of attendance in all the schools of the city.

The work of gathering up children who are found on the streets during school hours, and of directing their parents to cause their attendance at school, has been steadily pursued during the whole year. Many children under fourteen years of age have also been taken from work in factories and stores and returned to school. About eighteen hundred (1800) such children have been placed in school. It is a significant fact that the enrollment and actual daily attendance in the grades in which these children would naturally belong, have both been greatly increased in almost every school in the city.

One hundred and sixty-two (162) parents have been summoned to the criminal court during the year. It has been necessary to make formal complaints against twelve (12) all of whom were convicted; seven were fined five dollars (\$5.00) to fifteen dollars (\$15.00) each; sentence was suspended in the cases of five (5) on condition that they should cause their children to attend school each day during the remainder of the school year.

There have been investigated about two hundred and forty (240) cases of boys and girls who were brought before the criminal courts charged with petty crimes, or on a complaint of incorrigibility made by their parents. In all of these cases the attendance department has worked in conjunction with the county probation officers. Recommendations have been made as follows: Forty-seven (47) boys and seven (7) girls for commitment to the Newark City Home; thirteen (13) boys for commitment to the State Home for Boys; two (2) girls and one (1) boy for commitment to the New Jersey Training School for Feeble Minded Girls and Boys; ten (10) boys and one (1) girl to be placed in care of the S. P. C. C.; seven (7) boys and one (1) girl to be placed in care of the Catholic Children's Aid Society; five (5) girls to be placed in the House of the Good Shepherd; seven (7) boys to be placed in the Sacred Heart Protector; and the remainder to be placed on probation or returned to their parents with a warning.

One hundred and fifteen (115) boys have been recommended by principals to be transferred to ungraded schools. Of this number sixty-seven (67) were so transferred; twenty-four (24) were continued on trial at graded schools; eight (8) entered private or parochial schools; six (6) were committed to the Newark City Home; the remainder are at this time awaiting investigation.

Despite the crowded condition of both the Academy street and the Commerce street ungraded schools, much good work has been accomplished. A greater number of boys have been returned to graded schools, with good results, than ever before. There is great need at the present time for an additional ungraded class; hence I would most respectfully suggest that the Academy street and the Commerce street ungraded schools be removed from their present quarters and located in places farther away from the centre of the city. Both schools are now in too close proximity to the cheap theatres, the market and many other places which tempt boys to remain away from school. If one ungraded school containing from two to four rooms could be located somewhere in the

"Hill" section and another of the same size located somewhere above Central avenue, the added accommodation and better location would tend toward greatly increasing the usefulness of these schools.

Sometime in April last the Common Council at the request of the Board of Education passed an ordinance entitled, "An ordinance relating to the issuance of permits and badges to newsboys in the city of Newark, New Jersey." This ordinance was immediately approved by the Mayor. It provides that no boy under ten years of age, nor girl under sixteen, shall sell any newspapers on the streets of this city; it provides also, that no boy between the ages of ten and fourteen years of age, shall sell newspapers unless he shall first have obtained a permit and badge from the Board of Education; it further provides that no boy to whom a badge and permit shall have been issued shall sell newspapers during school hours or after ten o'clock at night, under penalty of being sent to the City Home, or placed on probation. The effect of enforcing this ordinance has been to rid the city of the begging type of newsboy, who was formerly seen upon the streets at all hours of the night, and to cause many boys to attend school regularly who had been in the habit of selling papers during the hours when they should have been in school.

The present school law does not **make** attendance at evening schools compulsory for any one. The attendance officers, have, nevertheless, visited many homes of pupils who had left evening schools. By impressing upon the parent and pupil the advantage of such attendance they have succeeded in returning to school over two hundred (200) pupils during the evening school term.

At the beginning of the present evening school year a new plan was put into operation to arouse interest. A list of over five hundred names of employers having been carefully prepared, a letter was sent to each of them in which letter attention was called to the advantages **offered** by the evening schools. Employers were requested to co-operate with the Board of Education in securing the attendance of all of their employes who would probably be

benefited by attending such schools. Answers were received from a number of employers who expressed great interest in the work and promised to co-operate with the Board as requested. Next year we hope to be able to get into closer touch with employers and through them to reach even a greater number of their employes.

I desire to express my gratitude for the hearty support that has been given me by the Board of Education, and by the City Superintendent; also, for the assistance and courtesy extended to me by the Judges of the Criminal Courts, the Police Department and the Probation Officers.

A tabulated statement of the work of the attendance department accompanies this report.

Respectfully submitted,

CHARLES A. MacCALL.

Chief Attendance Officer

APPENDIX
TO
SUPERINTENDENT'S REPORT.

SCHOOL BUILDINGS.

NUMBER OWNED AND RENTED.

Fifty-seven school buildings are in use at the present time. Of this number fifty-three are owned and four rented by the city. In addition to the above, six portable buildings are in use. The number not in use is one, the old Colored School building situated in the rear of the Commerce Street building.

SCHOOL ACCOMMODATIONS FOR THE LAST FIVE YEARS.

Year.	No. of Buildings		Class Rooms			
	Owned.	Rented.	Permanent.	In Courts, &c.	In Rented Buildings.	Total.
1900....	48	4	729	26	18	773
1901....	49	4	735	42	18	795
1902....	52	4	747	52	18	817
1903....	52	4	803	48	18	869
1904....	53	4	886	42	18	946

SEATING CAPACITY.

Year.	Normal and High.	Grammar and Primary.	Kinder-garten.	Total.	Proper Seating Capacity.
1900.....	1,640	31,886	4,833	38,359	31,278
1901.....	1,735	32,759	4,821	39,315	31,398
1902.....	1,804	33,552	4,863	40,219	31,105
1903.....	1,804	35,861	4,945	42,610	34,056
1904.....	1,804	39,318	4,987	46,109	37,510

The number of class rooms and the seating capacity of all the buildings in use are shown in the following table:

CLASS ROOMS AND SEATING CAPACITY.

BUILDINGS.	CLASS ROOMS.					SEATING CAPACITY			
	Permanent.	In Courts, Hallways, &c.	In Rented Annexes,	In Portable Buildings,	In Unsatisfactory Buildings,	Total.	Grammar and Primary.	Kinder-garten.	Proper No. of Seats.
Normal and Training—									
Normal Department	4	1	..	..	..	5	... 370	..	260
Training Department	11	..	..	..	..	11	.. 376	70	440
Webster Street—Training	10	..	..	..	..	10	.. 376	80	440
High.....	39	..	..	..	..	39	... ..	..	1,544
Burnet Street.....	16	..	..	2	..	18	.. 719	80	640
State Street.....	10	..	..	..	..	10	.. 394	80	440
James Street.....	..	..	5	..	..	5	.. 170	35	120
Washington Street.....	23	..	..	..	..	23	1,044	88	960
Colored.....	8	..	..	..	..	8	.. 346	..	346
Morton Street.....	37	..	..	2	..	39	1,654	200	1,854
William Street.....	..	..	4	..	..	4	.. 136	60	196
Monmouth Street.....	25	..	..	..	..	25	1 120	180	1,300
Lawrence Street.....	12	..	..	..	..	12	.. 546	..	546
Commerce Street.....	..	..	..	..	6	6	.. 188	80	268
Chestnut Street.....	20	..	..	..	..	20	.. 863	70	933
Lafayette Street.....	21	..	..	..	..	21	.. 946	80	1,026
South Eighth Street.....	20	5	..	..	..	25	1,158	96	1,254
Thirteenth Avenue.....	25	1	..	..	..	26	1,212	150	1,362
Bruce Street.....	16	..	..	..	..	16	.. 705	94	799
Central Avenue.....	26	..	..	..	..	26	1,187	96	1,283
Warren Street.....	8	..	..	..	..	8	.. 384	..	384
Wickliffe Street.....	6	..	..	..	..	6	.. 228	80	308
Summer Avenue.....	16	2	..	..	..	18	.. 795	80	875
Elliot Street.....	14	..	..	4	..	18	.. 795	80	875
Ridge Street.....	4	..	..	..	..	4	.. 189	..	189
Abington Avenue.....	8	..	..	..	..	8	.. 396	80	416

Summer Place.....	8	..	..	..	..	8	336	80	416	360
Miller Street.....	22	..	..	..	..	22	956	96	1,052	920
Elizabeth Avenue.....	6	..	..	..	..	6	290	80	370	280
Charlton Street.....	32	..	..	..	..	34	1,488	240	1,728	1,400
Peshine Avenue.....	4	..	..	..	..	4	117	40	157	160
Prospect Avenue.....	2	..	..	..	..	2	100	..	100	80
Park Avenue.....	2	..	..	..	..	2	64	..	64	64
Oliver Street	22	..	..	..	..	22	995	..	1,085	920
South Street.....	19	..	..	..	..	19	745	140	885	880
Walnut Street.....	8	..	..	..	..	8	280	80	360	360
Ann Street.....	20	..	..	..	..	20	903	100	1,003	840
North Seventh Street.....	20	..	..	..	..	20	888	80	968	840
Roseville Avenue.....	11	..	..	..	..	11	487	80	567	480
Sussex Avenue.....	18	..	..	..	..	18	800	64	864	760
South Market Street.....	21	..	..	..	..	21	953	106	1,059	880
Hamburg Place.....	24	..	..	..	..	24	1,052	160	1,212	1,040
Hamburg Place Annex.....	3	..	..	..	..	3	144	..	144	120
Hawkins Street.....	16	..	..	..	..	16	725	100	825	680
South Tenth Street.....	20	5	..	..	..	25	1,117	112	1,229	800
Camden Street.....	22	1	..	..	..	23	1,066	190	1,256	880
Waverly Avenue.....	16	4	..	..	..	20	861	132	993	640
Fifteenth Avenue.....	22	2	..	..	..	24	1,046	192	1,238	960
Hawthorne Avenue.....	11	1	..	..	..	12	515	100	615	440
South Sixteenth Street.....	12	..	..	..	..	12	528	80	608	520
Newton Street.....	34	..	..	..	..	34	1,535	200	1,735	1,440
Fighteenth Avenue.....	23	2	..	2	..	27	1,177	160	1,337	920
Livingston Street.....	..	..	8	..	..	8	384	..	384	..
Bergen Street.....	..	..	..	..	..	22	984	80	1,064	920
Franklin	25	..	..	..	..	25	1,133	96	1,229	1,040
Seventh Avenue.....	26	..	..	..	..	26	1,026	200	1,226	1,120
Vailsburgh.....	16	..	..	..	..	16	742	50	792	680
Academy Street—Ungraded	..	..	1	..	..	1	20	..	20	..
Totals.....	886	26	18	10	6	946	39 318	4,987	*46,109	*37,510

* Includes the seating capacity of the Normal and High Schools.

TEACHERS.

	Day Schools.	Evening Schools.	Summer Schools.	Play Grounds.	Total.
1904.....	967	176	195	29	1,367
1903.....	919	140	171	33	1,263
Increase.....	48	36	24		104
Decrease.....				4	

The number of day school teachers in the employ of the Board, their classification and distribution and the increase for the year ending June 30, 1904, are shown in the following table:

	Males.	Females.	Total.
Normal and Training School—			
Normal Department.....	1	6	7
High School.....	19	29	48
Grammar and Primary Schools...	41	749	790
Kindergartens .....	..	95	95
Ungraded Schools.....	..	2	2
Supervisors and Special Teachers.	8	17	25
Total	69	898	967
June, 1903.....	68	851	919
Increase	1	47	48

In the following table the teachers are grouped according to their rank:

Principals:

Normal School, Male.....	1
High School, Male.....	1
Grammar School, Male.....	21
Primary School, Male.....	15
Primary School, Female.....	7
	— 45

Normal and Training Schools:

Teachers of Methods.....	6
*Model and Critic Teachers.....	12
	— 18

High School:

Head Assistants, Male.....	4	
Head Assistants, Female.....	3	
Heads of Departments, Male.....	7	
Heads of Departments, Female.....	2	
Assistants, Male	7	
Assistants, Female	24	
	—	47

Vice-Principals:

Grammar School.....	20	
Primary School.....	40	
	—	60

Head Assistants:

Grammar School.....	3	
Primary School.....	25	
	—	28

First Assistants:

Seventh Grade.....	30	
Eighth Grade.....	18	
	—	48

Assistants:

Primary and Grammar Schools.....	599	
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Kindergarten Teachers:

Directors	45	
Assistants	50	
	—	95

Ungraded Schools	2	
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Supervisors and Special Teachers:

Male	8	
Female	17	
	—	25

Total, June, 1904.....	967	
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*Three Kindergarten Directors not included.

TERM OF SERVICE OF TEACHERS.

In the following table the teachers of the city are grouped according to their total experience in teaching:

Number who have been teaching 1 year or less.....	78
Number between 1 and 5 years.....	239
Number between 5 and 10 years.....	235
Number between 10 and 15 years.....	146
Number between 15 and 20 years.....	100
Number between 20 and 25 years.....	67
Number between 25 and 30 years.....	35
Number between 30 and 40 years.....	64
Number over 40 years.....	3
Longest time by any one teacher.....	52 years, 6 months.
Average time of experience of teachers,	11 years, 4 months.

Of the 967 regular teachers reported, 8.1 per cent. have been teaching one year or less; 24.7 per cent., more than one and less than five years; 24.3 per cent., between five and ten years; 15.1 per cent., between ten and fifteen years; 10.3 per cent., between fifteen and twenty years; 6.9 per cent., between twenty and twenty-five years, and 10.6 per cent., over twenty-five years.

In the following table the teachers of the city are grouped according to the length of time they have taught in the schools where now employed:

Number who have taught in the present school one year or less.....	202
Number between 1 and 5 years.....	412
Number between 5 and 10 years.....	150
Number between 10 and 15 years.....	73
Number between 15 and 20 years.....	64
Number between 20 and 25 years.....	30
Number between 25 and 30 years.....	8
Number between 30 and 40 years.....	28
Longest time any one teacher has taught in school where now employed.....	40 years.
Average time	6 years, 8 months.

Of the 967 regular teachers reported, 20.9 per cent. have been teaching one year or less in their present school; 42.6

per cent., between one and five years; 15.6 per cent., between five and ten years; 7.5 per cent., between ten and fifteen years; 6.6 per cent., between fifteen and twenty years; 3.1 per cent., between twenty and twenty-five years, and 3.7 per cent. over twenty-five years.

TEACHERS' GRADUATION.

Number of Newark city normal school graduates..	630
“ “ N. J. State normal school graduates..	69
“ “ graduates from other normal schools..	117
“ “ college graduates	84
“ “ graduates from kindergarten training schools (not including Newark).....	39
Number not graduates of a college or professional training school.....	42

Number of day-school teachers in the employ of the Board for the last five years:

	Males.	Females.	Total
1900.....	59	727	786
1901.....	65	786	851
1902.....	66	817	883
1903.....	68	851	919
1904.....	69	898	967

ENROLLMENT.

	Males.	Females.	Total.
Day schools	21,706	22,036	43,742
Evening schools	5,321	2,056	7,377
Summer schools	4,183	4,363	8,546
Totals	31,210	28,455	59,665
Playgrounds—			
(average daily attendance)	1,445	1,659	3,104
Increase in day schools.....			1,512
“ “ evening schools.....			933
“ “ summer schools.....			473
Total increase			2,918

The following table shows the enrollment, attendance, etc., in the different day schools from September, 1903, to June, 1904:

	*Enroll- ment.	Average Enrollment.	Average Attend'ce.	Per Cent. of At- tend'ce.
Normal and Training school—normal depart..	146	134	130	97.6
High School	1,264	1,239	1,160	93.6
Gram. & Prim. schools..	35,198	30,109	27,878	92.3
†Kindergartens	6,722	3,508	3,050	89.
Industrial school.....	166	114	100	87.8
Colored school	206	144	124	86.3
Ungraded schools.....	40	44	42	95.1
Totals	43,742	35,292	32,484	92.

* These figures do not include pupils received from other schools during the year.

† Industrial school kindergarten not included.

ATTENDANCE STATISTICS IN DAYS.

DAY SCHOOLS.

School.	Actual Attendance.	Quaran- tine.	Total attendance allowed by State.	Absence.
Normal and Training—				
Normal Department	*14,805	.....	14,805	†353
High	*217,844½	343	218,187½	†14,679
Normal and Training—				
Training Department ..	74,416½	660	75,076½	6,367½
Webster Street Training ..	67,013	499½	67,512½	7,433
Burnet Street	113,594½	115	113,709½	9,522
State Street	74,812	840	75,652	7,835½
James Street	19,020	182	19,202	2,614½
Washington Street	103,957	386	104,343	6,765½
Marshall Street	45,622	131	45,753	4,272½
Colored	23,668½	....	23,668½	3,709½
Morton Street	297,437	4,154½	301,591½	31,855
William Street	28,452½	200½	28,653	2,857½
Monmouth Street	191,443	3,069	194,512	19,451
Lawrence Street	75,652	650	76,302	6,996½
Commerce Street	15,912½	....	15,912½	1,998½
Chestnut Street	135,015	754	135,769	11,794½
Lafayette Street	141,417½	1,521	142,938½	13,861
South Eighth Street.....	202,162½	214	202,376½	15,846
Thirteenth Avenue	198,399½	2,851	201,250½	15,418
Bruce Street	115,768½	412	116,180½	10,506½

School.	Actual Attendance.	Total attendance		Absence.
		Quaran- tine.	allowed by State.	
Central Avenue	160,683	2,335	163,018	12,853
Warren Street	63,816½	417	64,233½	4,256
Wickliffe Street	43,851½	342½	44,194	4,863
Summer Avenue	125,963½	144	126,107½	9,512½
Elliot Street	123,890½	630	124,520½	10,344½
Ridge Street	27,689½	128½	27,818	2,090
Abington Avenue	56,483½	241½	56,725	5,522
Summer Place	46,048½	294½	46,343	4,142
Miller Street	146,007½	580½	146,588	12,890½
Elizabeth Avenue	38,236½	56	38,292½	3,549½
Charlton Street	221,349½	1,822	223,171½	23,340
Peshine Avenue	20,376½	21	20,397½	2,047
Prospect Avenue	8,883	....	8,883	678½
Park Avenue	7,897	....	7,897	636
Oliver Street	117,580½	446	118,026½	10,477
South Street	120,288½	791	121,079½	11,479½
Walnut Street	56,529	235	56,764	5,760
Ann Street	152,630½	1,392	154,022½	10,520½
North Seventh Street.....	130,771	716	131,487	10,866½
Roseville Avenue	73,934½	115½	74,050	6,752
Sussex Avenue	54,916	256½	55,172½	5,142½
South Market Street.....	148,916	528	149,444	15,663½
Hamburg Place	199,488½	687	200,175½	6,946
Hawkins Street	73,119½	18	73,137½	7,423½
South Tenth Street	192,717½	815	193,532½	12,972½
Camden Street	193,126½	1,286	194,412½	14,625
Waverly Avenue	149,211½	1,224½	150,436	8,531
Fifteenth Avenue	175,677	1,162½	176,839½	18,367½
Hawthorne Avenue	86,904½	163	87,067½	8,020½
Newton Street	253,142	4,353	257,495	15,793½
Eighteenth Avenue	200,805½	2,749	203,554½	17,914
Livingston Street	67,727½	1,449	69,176½	6,271½
Bergen Street	149,883	576½	150,459½	12,885½
Franklin	177,414½	764	178,178½	12,487½
Seventh Avenue	130,112	2,224	132,336	12,835
Academy Street, Ungraded.	3,438	32	3,470	165
Commerce Street, Ungraded	4,465½	....	4,465½	238½

Totals.....*6,160,388½ 45,978½ 6,206,367 †522,999

* Attendance of pupils over school age not included in the above:
Normal School, 9,956½; High School, 895; Total 10,851½

† Absence of pupils over school age not included in the above:
Normal School, 256½; High School, 92; Total, 348½

EVENING SCHOOLS.

SCHOOL.	ACTUAL ATTENDANCE.			Quarantine.	Total Attendance (allowed by State).	ABSENCE.		
	Pupils under 20 years of age.	Pupils 20 years of age and over.	All pupils.			Pupils under 20 years of age.	Pupils 20 years of age and over.	All pupils.
<i>Elementary Schools.</i>								
Washington Street.....	5,935½	831½	6,767	.....	5,935½	1,431½	133	1,564½
Morton Street.....	9,783½	2,970½	12,754	45½	9,829	3,030½	777½	3,808
Lafayette Street.....	7,199	954½	8,153½	.....	7,199	1,824½	341	2,165½
Thirteenth Avenue.....	1,943½	12	1,955½	.....	1,943½	426	8½	434½
Central Avenue.....	6,980½	1,153½	8,134	21	7,001½	2,014½	397	2,411½
South Street.....	5,082	405½	5,487½	.....	5,082	885½	87	972½
South Market Street.....	4,946	471½	5,417½	20½	4,966½	1,210	177	1,387
Hamburg Place.....	4,877	3	4,880	24	4,901	1,265½	5½	1,271
South Tenth Street.....	6,196½	615½	6,812	.....	6,196½	1,274½	225	1,499½
Newton Street.....	7,622½	1,378	9,000½	39	7,661½	1,370½	261	1,631½
Eighteenth Avenue.....	5,796½	1,159½	6,956	70	5,866½	1,114½	295½	1,410
Bergen Street.....	1,648	259½	1,907½	.....	1,648	460½	22½	483
Franklin.....	9,884	1,422	11,306	8	9,892	3,321	577½	3,898½
Total.....	77,894½	11,636½	89,531	228	78,122½	19,629	3,308	22,937
<i>High Schools.</i>								
Thirteenth Avenue.....	6,587	321	6,908	.....	6,587	1,429½	65½	1,495
Hamburg Place.....	5,713½	426½	6,140	.....	5,713½	1,340	127	1,467
Franklin.....	1,879½	427	2,306½	.....	1,879½	610½	159	769½
Central.....	5,832½	1,744	7,576½	.....	5,832½	1,176½	346½	1,523
Total.....	20,012½	2,918½	22,931	.....	20,012½	4,556½	698	5,252½
Drawing.....	9,010	3,707½	12,717½	.....	9,010	1,058½	487	1,545½
All Evening Schools.....	106,917	18,262½	125,179½	228	107,145	25,244	4,493	29,737

Total number of days allowed by State for appropriation of school funds:

Day Schools	6,206,367
Evening Schools	107,145½
Summer Schools (1903).....	74,327

Total	6,387,839½
No. of days, 1903.....	6,030,451

Increase	357,388½
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AGES OF PUPILS ENROLLED.

Number bet.	4 and	5 years of age	Males.	Females.	Totals.
"	5	6	945	906	1,851
"	6	7	2,093	2,075	4,168
"	7	8	2,487	2,472	4,959
"	8	9	2,304	2,329	4,633
"	9	10	2,328	2,293	4,621
"	10	11	2,233	2,298	4,531
"	11	12	2,196	2,248	4,444
"	12	13	1,961	2,009	3,970
"	13	14	1,902	1,925	3,827
"	14	15	1,660	1,537	3,197
"	15	16	895	885	1,780
"	16	17	393	474	867
"	17	18	178	267	445
"	18	19	91	108	199
"	19	20	30	73	103
"	20	"	8	67	75
Number over	20	"	2	70	72
			21,706	22,036	43,742

AVERAGE NUMBER PER CLASS, NOT INCLUDING THE KINDERGARTENS.

	No. of Classes.	Average Enroll- ment.	Average Attend- ance.	Pupils per Class.
Normal and Training—				
Training department	10	372	348	37
Webster Street Training...	9	337	303	37
Burnet Street	15	589	554	39
State Street	9	366	335	41
James Street	3	98	86	33
Washington Street	14	586	550	42
Marshall Street	5	207	192	41
Colored	5	144	124	29
Morton Street	35	1,532	1,389	44
William Street	3	115	105	38
Monmouth Street	23	960	877	42
Lawrence Street	12	435	398	36
Commerce Street	1	34	30	34
Chestnut Street	19	739	671	39
Lafayette Street	18	746	683	41
South Eighth Street.....	26	1,080	1,007	42
Thirteenth Avenue	25	1,014	948	41
Bruce Street	15	590	544	39
Central Avenue	21	821	765	39
Warren Street	8	358	336	45
Wickliffe Street	5	185	168	37
Summer Avenue	17	671	627	40
Elliot Street	16	650	605	41
Ridge Street	4	156	145	39
Abington Avenue	7	271	250	39
Summer Place	6	228	211	38
Miller Street	19	774	714	41
Elizabeth Avenue	5	179	166	36
Charlton Street	28	1,067	978	38
Peshine Avenue	3	102	98	34
Prospect Avenue	2	51	47	25
Park Avenue	2	45	41	23
Oliver Street	17	636	585	37
South Street	17	614	557	36
Walnut Street	7	268	246	38

	No. of Classes.	Average Enroll- ment.	Average Attend- ance.	Pupils per Class.
Ann Street	19	772	724	41
North Seventh Street	18	691	641	38
Roseville Avenue	10	367	339	37
Sussex Avenue	7	265	245	38
South Market Street	20	796	726	40
Hamburg Place	24	1,042	963	43
Hawkins Street	8	369	337	46
South Tenth Street	24	995	935	41
Camden Street	22	959	902	44
Waverly Avenue	16	721	684	45
Fifteenth Avenue	22	925	842	42
Hawthorne Avenue	11	439	406	40
Newton Street	29	1,236	1,171	43
Eighteenth Avenue	24	1,022	945	43
Livingston Street	8	389	356	48
Bergen Street	20	795	736	40
Franklin	23	938	878	41
Seventh Avenue	15	624	572	42
Academy Street Ungraded.	1	19	18	19
Commerce St. Ungraded....	1	25	24	25
	753	30,409	28,127	40

KINDERGARTENS.

School.	Enrollment.	Average Enrollment.	Average Attendance.
Normal and Training...	107	53	43
Webster Street Training	117	55	49
Burnet Street	100	59	44
State Street	159	65	55
James Street	37	16	14
Marshall Street	117	56	49
Morton Street	358	201	176
William Street	83	50	44
Monmouth Street	286	150	130
Commerce Street	130	60	54
Chestnut Street	98	36	31

School.	Enrollment.	Average Enrollment.	Average Attendance.
Lafayette Street	138	71	61
South Eighth Street	146	67	57
Thirteenth Avenue	209	117	101
Bruce Street	128	75	65
Central Avenue	152	92	81
Wickliffe Street	124	71	63
Summer Avenue	88	43	36
Elliot Street	114	56	47
Abington Avenue	92	55	48
Summer Place	73	36	31
Miller Street	118	62	54
Elizabeth Avenue	75	41	35
Charlton Street	362	221	187
Peshine Avenue	22	16	9
Oliver Street	67	38	34
South Street	191	80	76
Walnut Street	115	59	51
Ann Street	148	87	79
North Seventh Street ..	138	54	47
Roseville Avenue	104	58	50
Sussex Avenue	91	50	44
South Market Street	129	70	58
Hamburg Place	173	97	86
Hawkins Street	114	54	47
South Tenth Street	141	87	79
Camden Street	239	134	114
Waverly Avenue	185	109	101
Fifteenth Avenue	226	101	87
Hawthorne Avenue	123	60	51
Newton Street	323	179	161
Eighteenth Avenue	262	129	111
Bergen Street	112	61	53
Franklin	133	61	55
Seventh Avenue	275	132	116
Totals	6,722	3,524	3,064

MISCELLANEOUS STATISTICS.

Number of days the schools were actually in session, 1903-1904.....	190
Total number of days present, all pupils.....	6,049,218½
Total number of days absent, all pupils.....	523,347½
Average number of days present, all pupils....	139
Average number of days absent, all pupils.....	12
Number of pupils who have been neither absent nor tardy during year.....	474
Total number of cases of tardiness.....	23,036
Average number of cases of tardiness per day for each teacher.....	.135
Number suspended or expelled during year....	26

TOTAL ENROLLMENT BY GRADES FOR EACH MONTH.

	Normal School.	High School.	8th.	7th.	6th.	5th.	4th.	3d.	2d.	1st.	Kinder- garten.	Un- graded.
September.....	140	1,235	1,120	1,611	2,430	3,285	4,366	5,661	5,970	7,423	4,484	174
October.....	142	1,225	1,130	1,620	2,440	3,348	4,472	5,842	6,172	7,912	4,661	167
November.....	142	1,199	1,114	1,623	2,394	3,326	4,402	5,824	6,622	7,824	4,662	169
December.....	139	1,163	1,113	1,565	2,356	3,239	4,297	5,728	5,951	7,556	4,396	166
January.....	138	1,134	1,096	1,554	2,317	3,159	4,355	5,690	6,001	7,465	4,176	173
February.....	134	1,462	1,272	1,814	2,598	3,672	4,820	5,843	6,143	6,948	3,223	139
March.....	134	1,420	1,260	1,777	2,545	3,613	4,796	5,797	6,146	6,980	3,401	136
April.....	134	1,387	1,266	1,741	2,514	3,548	4,789	5,788	6,165	7,285	4,103	132
May.....	125	1,320	1,196	1,719	2,475	3,435	4,799	5,696	6,166	7,321	4,186	133
June.....	122	1,281	1,182	1,644	2,314	3,359	4,603	5,530	5,975	6,910	3,969	126
Average, 1904.....	135	1,282	1,174	1,666	2,438	3,398	4,569	5,739	6,071	7,362	4,126	151
" 1903.....	146	1,161	1,076	1,524	2,266	3,072	4,088	5,186	5,942	7,471	4,125	170
Increase.....	.....	121	98	142	172	326	481	553	129	.....	1	.....
Decrease.....	11	.....	.....	.....	.....	.....	.....	.....	.....	109	.....	19

SCHOOL ATTENDANCE FOR THE LAST FIVE YEARS.

Year.	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent. of Attendance.
1900.....	34,761	29,662	25,827	87.
1901.....	37,864	32,160	28,252	87.8
1902.....	40,619	32,831	29,764	90.6
1903.....	42,230	33,515	30,692	91.5
1904.....	43,742	35,292	32,484	92.

GRAMMAR SCHOOL GRADUATES.

School.	January, 1904.		June, 1904.		Total.
	Girls.	Boys.	Girls.	Boys.	
Burnet Street	17	10	12	6	45
Washington Street	11	11	16	11	49
Colored .....	..	..	1	1	2
Morton Street	10	13	14	12	49
Chestnut Street	13	10	17	9	49
Lafayette Street	14	6	8	2	30
South Eighth Street	21	10	28	26	85
Thirteenth Avenue	13	7	14	16	50
Central Avenue	4	3	6	6	19
Summer Avenue	13	11	21	8	53
Elliot Street	14	9	8	10	41
Miller Street	18	14	27	16	75
Oliver Street	7	7	14	12	40
North Seventh Street ..	20	18	15	8	61
South Market Street....	9	8	8	4	29
Hamburg Place	13	9	10	9	41
South Tenth Street....	3	7	8	9	27
Newton Street	7	6	13	9	35
Eighteenth Avenue	11	11	13	16	51
Bergen Street	13	8	..	7	28
Franklin	19	11	16	15	61
Totals	250	189	269	212	920

GRADUATES, 1904.

	Girls.	Boys.	Total.
January	250	189	439
June	269	212	481
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Total	519	401	920
January and June, 1903.....	468	382	850
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Increase	51	19	70

Average age of girls	January.	June.
graduated	14 yrs. 1 mo.	14 yrs. 7 mos.
Average age of boys		
graduated	14 yrs. 8 mos.	15 yrs. 3 mos.
General average..	14 yrs. 4 mos.	14 yrs. 11 mos.

NORMAL SCHOOL.

Total enrollment	167
Number received from High School, Feb. 1, 1904..	21
Average enrollment	134
Average attendance	130

Number of graduates, 1904:

January.

General course	22
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June:

General course	22
Kindergarten and first-year course	7
Kindergarten course	1

30 52

Total number of graduates since the organization of the school	940
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NORMAL SCHOOL GRADUATES.

FEBRUARY, 1904.

GENERAL COURSE.

Flora Isabel Anderson,	Anna G. Schaefer,
Albina Rodier Bond,	Ida M. Solliday,
Mabel Brown,	Irene Eugenie Starr,
Ethel A. Brown,	Susan E. Sylvester,
Jean P. Carnahan,	Regina C. Teeling,
Mary Seymour Cook,	Sophia M. Thieleman,
Jean Ritchie Dunham,	Alice Van Duyne,
Martha Mangold,	Ethel Wallace,
Nora McDowell,	Louise Weis,
Katherine Eugenie Quinn,	Ruth V. Wells,
Edna Leona Runyon,	Rena A. Zehnder,

JUNE, 1904.

GENERAL COURSE.

S. Kathryn Banner,	May Mulford,
Elsie Blau,	Amelia C. Ohr,
Agnes L. Clifford,	Mabel E. Perry,
Valina M. Cobb,	Daisybelle F. Rinck,
Catherine M. Crawford,	Pauline R. Ross
Edith A. Davies,	Alice R. Schaefer,
Frances Fales,	Clara T. Schultz,
Emma U. Hagney,	Emma Thompson,
Agnes R. Lee,	Carolyne Van Dorn,
Clara Levy,	Jessie T. Willis,
Edith A. McCrea,	Fanny Wolf,

KINDERGARTEN AND FIRST YEAR COURSE.

Mary Grimes,	Othelia M. Rauch,
Blanche C. Morrow,	Florence Rowe,
Sara E. Pulham,	Kathryn L. Smith,
	Lotte A. Weishaupt.

KINDERGARTEN COURSE.

Viola L. Sandford.

HIGH SCHOOL.

The following table exhibits the number of pupils enrolled in each grade of the High School during the past year:

Grade.	Males.	Females.	Total.	Increase.	Decrease
Senior	56	114	170	..	71
Junior	106	141	247	36	..
Second Year	197	240	437	28	..
First Year	349	433	782	133	..
Totals	708	928	1,636	197	71

HIGH SCHOOL GRADUATES.

JANUARY, 1904.

COLLEGE PREPARATORY COURSE.

A. MacGaw Borrie,	Matthew M. Goldman,
Ethel Middlebrook Bowne,	Margaret Douglas Haines,
Otto Brandt, Jr.,	Marion F. Millar,
Mildred M. Brittain,	Samuel Press,
Herman Louis Fuerstman,	Elsa Rehmann,
Marion Clare Gibson,	Wilbur F. Wriggins,
	May C. White.

GENERAL COURSE.

Lilian Isabel Baldwin,	Kathreen G. B. Maurus,
Marcia E. Baldwin,	Elsie Reid Mawha,
Helen Ball,	Agnes C. McDermitt,
Charlotte Eleanor Barton,	Adelaide D. Mendel,
C. Ethel Decker,	Mary Mulligan,
Ethel Fritts,	Ruth Beatrice Nye,
Lillian Geraghty,	Mabel Helen Richardson,
Charles P. Gulick,	Bessie M. Searing,
Oluf C. Ketels,	Edna A. Townley,
Jessie R. Loweree,	Helen A. Vreeland.

ENGLISH COURSE.

Edna May Bioren,	Herbert E. Perkins,
Nellie Clark,	Henry B. Roy.
	Olive Anna Hendrick.

COMMERCIAL COURSE.

W. Walter Blakeman,	Arthur A. Luland,
Gustav A. Eisele,	Ralph Rinck,
Joseph Harris,	Harry W. Stephens.

JUNE, 1904.

COLLEGE PREPARATORY COURSE.

Walter George Brandley,	David Reed Edwards,
Edna G. Brangs,	Thornton Mills Hopler,
Clara W. G. Burgess,	Walter Everett Hopper,
Mary Louise Collis,	Lucy M. Howell,
Hiram Grant Conger,	Abraham Francis Kristal,
Aline T. Coursen,	Christine D. Looock,
Raymond Noyes Crawford,	Helen F. Mabile,
Florence K. Doll,	Pauline Rich,
Elizabeth Jean Dougall,	John Philip Rohn, Jr.,
Jessie Y. Edsall,	Marian Wilson,
Charles Franklyn Edsall.	

GENERAL COURSE.

Isabelle Abeles,	Florence Anna Lindeburg,
Alice R. Agens,	Martha M. Martin,
Anna Adell Benkert,	Alice M. Miller,
M. Emma Bolles,	Ethel B. Mulford,
Evelyn Cameron,	Ruth Pilkington,
Florence Clayton,	Carrie E. Priester,
Margaret Commerford,	Halsey E. Ramsen,
Charles H. Currier,	Charles F. Rathgeber,
Mary Lewis Denbigh,	Sara Jane Rutherford,
Cecile W. Dennis,	Dorothy Schlesinger,
Miriam M. Eddowes,	Mabel Wilhemina Schmidt,
Alvia L. Eisele,	Florence K. Sherman,
Ruth Froehlich,	Harry James Stevens,
John Ralph Honiss,	Elsie M. Voorhis,
Mattie B. Hunter.	

ENGLISH COURSE.

Herbert Louis Denny,	Clarence H. Hedden,
Arthur E. Thompson.	

MANUAL TRAINING COURSE.

Wilbur M. Walden,	Alfred Everett Woodruff.
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COMMERCIAL COURSE.

Lewis Fiacre, Fred G. Stickel,
 Morris M. Hemmendinger, Albert B. M. Stivers,
 William A. Rauh, Morris Streen,
 George Soellner.

Summary of graduates from the various courses:

	January.	June	Males.	Females.	Total.
College Preparatory Course	13	21	15	19	34
English Course.....	5	3	5	3	8
General Course.....	20	29	7	42	49
Manual Training Course..	..	2	2	..	2
Commercial Course.....	6	7	13	..	13
Total	44	62	42	64	106

Of the entire number of graduates, 93 were of the four years' courses and 13 of the three years' course.

The total number graduated since 1862—forty-three years ago—has been 3,218, an average of seventy-five each year.

AVERAGE AGE OF GRADUATES, 1904.

Four Years' Courses—	Males,	Females.
January	18 yrs.	18 yrs.
June	17 yrs. 8 mos.	18 yrs. 2 mos.
Three Years' Course—		
January	16 yrs. 8 mos.	
June	17 yrs. 8 mos.	

HIGH SCHOOL STATISTICS FOR THE LAST FIVE YEARS.

YEAR.	Enrollment.			Classes.	Teachers.	Graduates—		
	Males.	Females.	Total.			4 Years' Courses.	Com'l Course.	Total.
1900.....	577	884	1,461	39	49	92	17	109
1901.....	584	924	1,508	38	47	155	2	157
1902.....	609	866	1,475	37	46	121	9	130
1903.....	654	856	1,510	37	48	118	2	120
1904.....	708	928	1,636	38	48	93	13	106

SUMMER SCHOOLS.

Number of pupils enrolled:

Males	4,183	
Females	4,363	
	<hr/>	8,546
Increase		473
Average enrollment		5,916
Increase		154
Average attendance		5,068
Increase		110
Per cent. of attendance		85.6
Decrease .....		.3
Number of classes		145
Increase		13
Number of teachers employed		195
Increase		24

The following table shows the schools attended prior to entering summer schools :

School.	Public School.	Private School.	No School.
Morton Street	833	44	91
Monmouth Street	660	18	61
Thirteenth Avenue	477	51	29
Bruce Street	438	121	19
Central Avenue	341	30	29
Warren Street	296	107	24
South Street	275	54	25
South Market Street	216	121	27
Hamburg Place	527	177	40
South Tenth Street	422	37	14
Camden Street	443	51	17
Fifteenth Avenue	403	36	29
Eighteenth Avenue	827	49	27
Bergen Street	349	13	29
Franklin	590	49	30
	<hr/>	<hr/>	<hr/>
Totals	7,097	958	491

The following exhibits the ages of children attending summer schools:

Ages.	Males.	Females.	Total.
No. between 4 and 5 years of age.	212	196	408
No. between 5 and 6 years of age.	345	347	692
No. between 6 and 7 years of age.	521	541	1,062
No. between 7 and 8 years of age.	569	553	1,122
No. between 8 and 9 years of age.	566	620	1,186
No. between 9 and 10 years of age.	554	601	1,155
No. between 10 and 11 years of age.	566	603	1,169
No. between 11 and 12 years of age.	363	416	779
No. between 12 and 13 years of age.	288	339	627
No. between 13 and 14 years of age.	146	120	266
No. between 14 and 15 years of age.	49	23	72
No. between 15 and 16 years of age.	4	3	7
No. between 17 and 18 years of age.	...	1	1
Totals	4,183	4,363	8,546

STATISTICS OF THE SUMMER SCHOOLS FOR THE LAST FIVE YEARS.

Year.	No. of Teachers.	No. of Classes.	Enrollment.	Average Attendance.
1900.....	102	85	4,633	2,917
1901.....	105	87	5,165	3,065
1902.....	131	106	6,472	3,600
1903.....	171	132	8,073	4,958
1904.....	195	145	8,546	5,068

PLAYGROUNDS.

PLAYGROUND.	Session.	AVERAGE DAILY ATTENDANCE.			No. of Teachers.
		Males.	Females.	Total.	
Branch Brook Park..	All Day.	337	393	730	4
West Side Park.....	" "	210	247	457	4
East Side Park.....	" "	320	242	562	5
State Street	Half Day	27	25	52	2
Lawrence Street.....	" "	32	54	86	2
Thirteenth Avenue ..	" "	69	75	144	2
Bruce Street.....	" "	98	162	260	2
Warren Street.....	" "	159	187	346	3
South Market Street.	" "	54	65	119	2
Eighteenth Avenue..	" "	139	209	348	3
Totals.....		1,445	1,659	3,104	29

EVENING SCHOOLS.

Number of pupils enrolled:

Males 5,321

Females 2,056

— 7,377

Increase 933

Number of pupils enrolled in:

Elementary schools 5,396

High schools 1,251

Drawing school 730

— 7,377

Average enrollment:

Elementary schools 2,999

High schools 642

Drawing school 334

— 3,975

Increase 327

Average attendance:

Elementary schools	2,387	
High schools	521	
Drawing school	295	
	—	3,203
Increase		268

Per cent. of attendance:

Elementary schools	79.6	
High schools	81.1	
Drawing school	80.5	
	—	80.5
Increase .....		.1

Number of teachers employed:

Elementary schools	109	
High schools	38	
Drawing school	14	
Supervisors and special teachers.....	15	
	—	176
Increase		36

STATISTICS OF THE EVENING SCHOOLS FOR
THE LAST FIVE YEARS.

Year.	No. of Teachers.	Enrollment.	Average Enrollment.	Average Attend'ce.	Per cent. of Attend'ce.
1900.....	110	4,236	2,909	2,235	77.
1901.....	112	4,462	3,048	2,330	76.4
1902.....	126	5,606	3,267	2,608	79.8
1903.....	140	6,444	3,648	2,935	80.4
1904.....	176	7,377	3,975	3,203	80.5

*STATEMENT E.

[Since the foregoing report was presented to the legislature, the following statement has been received, showing the condition of the public schools of the city of Newark, for the year ending April 1, 1839.]

An abstract of the condition of the Public Schools of the City of Newark, for the year ending April 1, 1839.

SCHOOLS.	Location of Schools.	Number of Schools.		Number of Teachers.	Number of Scholars on the Roll.	Average Number in Attendance.	Number of Orphans.
Public High School for Boys.....	Bank Street.	1	1	91	75	11	
Primary School, } Male Department.....	Orange Street.	1	1	86	70	12	
No. 1. } Female Department.....	Orange Street.	1	1	81	61	8	
Primary School, } Male Department.....	Bank Street.	1	1	143	92	19	
No. 2. } Female Department....	Harrison St.	1	2	130	75	20	
in connection with Female Union School.							
Primary School, } Male Department.....	Market Street.	1	1	96	70	14	
No. 3. } Female Department....	Near Depot.	1	1	94	73	10	
Primary School, } Male Department.....	Franklin Street.	1	1	140	102	17	
No. 4. } Female Department....	Franklin Street.	1	1	106	77	12	
Infant School in North Ward.....	James Street.	1	2	104	80	19	
Infant School in the Academy.....	Broad Street.	1	2	80	58	14	
Male African School.....	Academy St.	1	1	68	39		
Female African School.....	Plane Street.	1	1	50	30		
Total.....		13	16	1269	902	156	

These schools are in successful operation, and have required for their support during the past year a sum varying very little from \$1,250 per quarter. It has been ascertained that there is a great deficiency in school books and school apparatus, and the committee would have deemed it their imperative duty to ask of the city authorities a larger appropriation for the respective quarters in the ensuing year, if the pecuniary liabilities of the city were less onerous.

*(Reprint of page 23, Annual Report of the Trustees of the School Fund of the State of New Jersey, October 5, 1839).

REPORT OF MEDICAL INSPECTION, FOR THE SCHOOL YEAR 1903—1904.

DISTRICT.	NUMBER EXAMINED.			Total Number Excluded.	CAUSE OF EXCLUSION.													
	Males.	Females.	Total.		Measles.	Diphtheria.	Scarlet Fever.	Croup.	Whooping Cough.	Mumps.	Contagious Eye Diseases.	Vermín.	Ring-Worm.	Chicken-Pox.	Skin Diseases.	Suppurative Ear Diseases.	St. Vitus Dance.	Others.
District No. 1	81	119	200	69	1	1	1	1	1	1	10	25	1	2	12	5	1	12
" 2	277	334	611	13	1	1	1	1	1	1	16	22	1	1	17	6	1	16
" 3	300	310	610	83	1	1	1	1	1	1	8	16	1	1	2	1	1	1
" 4	438	528	966	35	1	1	1	1	1	1	6	16	1	1	7	2	1	16
" 5	305	358	663	87	11	1	1	1	1	1	5	30	5	2	10	5	1	7
" 6	347	305	652	104	9	1	1	1	1	1	6	32	2	4	27	10	1	28
" 7	329	369	698	168	20	1	1	1	1	1	25	30	5	8	63	3	1	12
" 8	662	796	1,458	196	11	1	1	3	1	22	6	62	13	4	14	2	1	9
" 9	197	177	374	182	7	1	1	1	1	2	9	125	11	6	14	2	1	19
" 10	124	139	263	116	4	1	1	1	1	2	5	59	5	5	14	2	1	8
" 11	331	378	709	46	9	3	1	1	1	3	7	37	10	1	21	1	1	5
" 12	689	636	1,325	96	9	3	1	1	1	1	7	37	10	1	21	1	1	1
Total.....	4,080	4,449	8,529	1,195	85	5	4	3	3	56	135	469	60	30	195	35	2	123

LIBRARIES

SCHOOL.	Amount raised during the year.	AMOUNT RECEIVED FROM THE STATE.		NUMBER OF VOLUMES.		
		During the year.	Previously Received.	Purchased during the year.	Previously Purchased.	On Hand.
Normal and Training.			\$60	50	642	650
*High			130		2,660	....
†Webster Street.			160		46	87
Burnet Street.			100		827	750
Washington Street.			50		587	587
Marshall Street.			30		23	23
Morton Street.			70		985	700
Monmouth Street.			30		68	68
Lawrence Street.	\$62		80		435	350
Commerce Street.			60		50	50
Chestnut Street.			60		582	540
Lafayette Street			60		401	175
South Eighth Street.			150		489	48
Thirteenth Avenue.			20		477	310
Bruce Street.			20		24	24
Central Avenue			210		589	545
Warren Street.					133	110
Wickliffe Street.			40			....
Summer Avenue.	40		140		1,042	885
Elliot Street.			50		75	90
Ridge Street.			20		42	40
Abington Avenue.	22	\$10	30		120	30
Miller Street.	24		140		635	413
Elizabeth Avenue.	10	10	80	28	249	437
Charlton Street	80	10	60		161	161
Peshine Avenue.			70		131	100
Prospect Avenue.			110		347	328
Park Avenue			110		472	422
Oliver Street.			150		1,111	1,015
South Street.			100		206	113
Walnut Street.			160		408	230
Ann Street.			40		66	120
North Seventh Street.			30		28	28
Roseville Avenue.			40		179	161

LIBRARIES.—*Continued.*

SCHOOL.	Amount raised during the year.	AMOUNT RECEIVED FROM THE STATE.		NUMBER OF VOLUMES.		
		During the year.	Previously Received.	Purchased during the year.	Previously purchased.	On hand.
Sussex Avenue.....			\$20		169	99
South Market Street..			20		263	155
Hamburg Place.....			130		501	375
Hawkins Street.....			20		94	40
South Tenth Street...			70		400	239
Camden Street.....			100		604	194
Waverly Avenue.....			30		106	210
Fifteenth Avenue.....			30		158	158
Hawthorne Avenue..			30			Piano Fund.
Newton Street.....	\$30	\$10	150	48	908	762
Eighteenth Avenue...			180		791	300
Livingston Street....			30		83	83
Bergen Street.....			20			Piano Fund.
Franklin.....			30		860	400
Seventh Avenue.....	10	20	30	100	60	181
Total.....	\$278	\$60	\$3,550	226	19,287	12,786

* Now a branch of the Free Public Library.

† Part of library was transferred to the Franklin School.

Table Showing the Enrollment, Attendance, Number of Classes, Teachers, &c.

NAME OF SCHOOL.	ENROLLMENT.						Average Enrollment.	Per cent. of Attendance.	No. who have not been absent or tardy during the year.	No. of cases of tardiness.	No. suspended or expelled during the year.	No. of CLASSES.			Teachers.		Aggregate Annual Salary.	
	Males.	Females.	Total.	Kindergarten.	Primary.	Grammar.						Kindergarten.	Primary.	Grammar.	Males.	Females.		
Normal and Training —																		
Normal Dept.....	544	720	1,264	.....	.....	.....	134	130	97.6	15	28	2	..	96	..	1	6	\$11,400
High							1,239	1,160	93.6	83	2,125			..	..	19	29	73,350
Normal and Training —																		
Training Dept.....	265	317	582	107	435	40	425	391	92.1	....	169	..	2	9	1	...	8	8,100
Webster Street Training	278	286	564	117	413	34	392	352	90.	....	135	..	2	8	1	...	7	7,650
Burnet Street	392	432	824	100	337	887	648	598	92.2	8	163	2	2	6	9	...	17	15,900
State Street	305	320	625	159	466	.....	431	390	90.4	1	324	2	2	3	...	1	11	9,000
James Street	85	81	166	37	139	.....	114	100	87.8	...	468	..	1	3	...	...	5	3,650
Washington Street.....	287	358	645	.....	285	360	586	550	93.9	27	293	..	2	6	8	...	14	13,700
Marshall Street.....	191	197	388	117	271	.....	263	241	91.4	1	94	..	2	5	...	...	7	5,050
Colored	109	97	206	.....	157	49	144	124	86.3	1	238	..	4	25	1	4	4	4,350
Morton Street.....	1,059	1,093	2,152	358	1,278	516	1,733	1,565	90.3	7	1,738	..	4	3	10	2	40	31,650
William Street.....	100	94	194	.....	111	.....	165	149	90.8	1	136	..	2	2	...	...	4	3,100
Monmouth Street.....	706	729	1,435	286	1,021	128	1,110	1,007	90.7	8	330	2	4	20	3	1	12	20,025
Lawrence Street.....	332	252	584	103	481	103	435	398	91.5	4	911	..	2	10	2	1	12	10,600
Commerce Street.....	85	102	187	130	57	.....	94	84	88.8	...	163	..	2	1	...	...	3	1,725
Chestnut Street.....	449	533	982	198	562	322	775	702	91.9	19	163	3	2	11	8	1	20	16,575
Lafayette Street.....	560	558	1,118	138	720	251	817	744	91	10	1,051	..	2	12	6	1	20	16,750
South Eighth Street.....	695	700	1,395	146	672	577	1,147	1,064	92.7	13	536	..	2	14	12	1	28	22,225
Thirteenth Avenue	634	658	1,292	209	779	354	1,131	1,040	92.8	17	511	..	2	15	10	1	28	21,800
Bruce Street	432	377	809	128	590	91	665	609	91.6	1	500	..	2	13	9	1	17	13,200
Central Avenue.....	584	568	1,152	152	677	323	913	846	92.5	21	630	3	2	13	8	1	23	18,650
Warren Street.....	229	190	419	.....	286	83	358	336	93.7	6	366	..	2	6	2	...	9	7,075
Wickliffe Street.....	194	190	384	124	290	.....	256	231	90.	1	332	..	2	5	...	...	7	5,150
Summer Avenue.....	411	472	883	88	420	375	714	663	92.9	8	99	..	2	8	9	1	19	16,725
Elliot Street.....	442	473	915	114	433	368	706	652	92.2	10	274	3	2	8	8	1	19	15,900
Ridge Street.....	99	101	200	.....	200	.....	156	145	92.9	1	44	..	2	4	4	...	4	2,625
Abington Avenue.....	204	216	420	92	312	16	326	298	91.1	2	484	..	2	6	6	1	9	7,500
Summer Place.....	168	173	341	73	268	.....	264	242	91.7	....	56	..	2	6	...	...	9	6,625

§ Not included in totals.

Table Showing the Enrollment, Attendance, Number of Classes, Teachers, &c.—Continued.

NAME OF SCHOOL.	ENROLLMENT.				Average Enrollment.	Per cent. of Attendance.	No. who have not been absent or tardy during the year.	No. of cases of tardiness.	No. suspended or expelled during the year.	NO. OF CLASSES.			TEACHERS.		Aggregate Annual Salary.
	Males.	Females.	Total.	Kindergarten.	Primary.	Grammar.				Kindergarten.	Primary.	Grammar.	Males.	Females.	
Miller Street.....	455	539	994	118	385	491	768	91.8	623	2	8	11	1	20	\$17,300
Elizabeth Avenue.....	161	124	285	75	210	.....	220	91.5	92	1	3	3	1	7	5,125
Charlton Street.....	724	758	1,482	332	990	130	1,165	90.4	1,909	4	25	3	3	33	94,135
Peshing Avenue.....	74	83	157	22	135	.....	117	90.	81	1	3	1	1	4	2,700
Prospect Avenue.....	31	27	58	.....	36	22	51	92.9	18	.....	1	1	1	1	1,600
Park Avenue.....	35	29	64	.....	48	16	45	47	36	.....	1	1	1	1	1,450
Oliver Street.....	375	384	759	67	393	209	674	91.8	251	.....	10	3	1	18	15,575
South Street.....	503	420	923	191	583	149	633	91.2	865	.....	14	3	1	19	13,600
Walnut Street.....	231	225	456	115	341	.....	327	90.7	214	.....	7	.....	1	9	6,750
Ann Street.....	483	488	971	148	728	95	803	93.5	124	.....	17	2	1	21	16,575
North Seventh Street.....	473	483	956	138	449	369	688	92.3	353	.....	9	9	1	20	17,125
Roseville Avenue.....	259	275	534	104	353	77	425	91.6	562	2	8	2	1	13	9,675
Sussex Avenue.....	210	213	423	91	332	.....	315	89.9	541	.....	7	.....	1	9	7,300
South Market Street.....	525	497	1,024	120	603	292	865	90.4	523	2	13	13	2	21	18,725
Hamburg Place.....	667	717	1,384	173	757	454	1,139	92.2	409	.....	14	10	2	26	22,000
Hawkins Street.....	290	286	576	114	462	.....	423	90.8	131	.....	8	8	1	10	6,450
South Tenth Street.....	617	605	1,222	141	644	437	1,082	93.6	516	.....	14	10	1	26	20,900
Canden Street.....	678	653	1,331	239	991	101	1,093	92.9	70	1	20	2	1	25	19,600
Waverly Avenue.....	505	468	971	185	786	.....	830	94.5	538	.....	16	.....	1	18	13,800
Fifteenth Avenue.....	702	500	1,202	226	975	91	1,026	92.9	253	.....	2	2	1	24	18,400
Hawthorne Avenue.....	352	263	616	123	433	60	499	90.5	339	.....	9	2	1	13	9,950
Newton Street.....	857	878	1,735	323	938	454	1,415	94.1	611	2	20	9	1	33	28,175
Eighteenth Avenue.....	711	722	1,433	262	615	556	1,151	91.8	289	.....	11	13	1	27	21,850
Livingston Street.....	243	252	495	.....	465	.....	360	91.5	135	.....	8	.....	1	8	5,650
Bergen Street.....	532	487	1,019	112	523	384	866	92.4	594	.....	11	9	1	22	16,725
Franklin Street.....	582	589	1,171	131	528	510	999	93.4	250	1	11	12	1	25	20,250
Seventh Avenue.....	522	547	1,069	275	794	.....	756	91.	198	.....	15	.....	1	20	14,850
Academy St. Ungraded.	20	20	40	.....	14	6	19	35.5	16	.....	1	.....	.....	1	1,300
Commerce St. Ungraded.	20	.....	20	.....	17	3	25	94.9	78	.....	1	.....	.....	1	1,300
Totals in Day Schools....	21,706	22,036	43,742	6,722	26,237	9,373	35,292	92.	23,036	26	537	216	*69	*898	+ \$796,625

EVENING SCHOOLS.

Elementary.

[illegible]

High.

Thirteenth Avenue.....	218	183	401	.....	.....	.....	183	150	82.2	.....	.....	.....	7	3	\$3,532
Hamburg Place.....	139	171	310	.....	.....	.....	194	156	80	.....	.....	.....	7	4	3,065
Franklin.....	100	38	138	.....	.....	.....	67	50	74.9	.....	.....	.....	5	8	1,772
Central.....	282	120	402	.....	.....	.....	198	165	83.2	.....	.....	.....	9	...	3,956
Totals.....	739	512	1,251	.....	.....	.....	642	521	81.1	.....	.....	.....	28	10	\$12,325
Drawing.....	587	143	730	.....	.....	.....	334	295	88.3	.....	.....	.....	11	3	\$5,045
Tot'ls for all Ev'g Schools	5,321	2,056	7,377	.....	.....	.....	3,975	3,203	80.5	.....	.....	.....	469	107	\$46,195

NOTE.—Total number of classes in day schools, 895.

† Includes salaries of supervisors and special teachers.

* Includes supervisors and special teachers.

† Includes fifteen special teachers and supervisors.

Table Showing the Enrollment, Attendance, Number of Classes, Teachers, &c.—Continued.

NAME OF SCHOOL.	ENROLLMENT.					Average Enrollment.	Average Attendance	Per cent. of Attendance	No. who have not been absent or tardy during the year.	No. of cases of tardiness.	No. suspended or expelled during the year.	NO. OF CLASSES.			TEACHERS.		Aggregate Annual Salary.
	Males.	Females.	Total.	Kindergarten.	Primary.							Grammar.	Kindergarten.	Primary.	Grammar.	Male.		Female.
SUMMER SCHOOLS.																	
Morton Street.....	434	534	968	166	684	118	754	83.9	....	....	..	2	11	4	..	18	\$1,044.50
Monmouth Street.....	356	383	739	110	482	147	438	85.4	....	....	..	1	8	2	..	14	849.50
Thirteenth Avenue.....	288	269	557	69	367	121	342	89.8	....	....	..	1	6	2	..	11	639.50
Bruce Street.....	329	249	578	51	392	135	316	86.6	....	....	..	1	6	2	..	11	639.50
Central Avenue.....	189	211	400	99	272	29	243	195	....	....	..	1	5	1	..	10	599.50
Warren Street.....	195	232	427	75	288	64	307	273	....	....	..	1	5	1	..	9	534.50
South Street.....	146	208	354	64	236	54	232	212	....	....	..	1	4	1	..	8	469.50
South Market Street....	189	175	364	61	274	29	210	167	....	....	..	1	4	1	..	8	469.50
Hamburg Place.....	346	398	744	107	517	120	564	495	....	....	..	1	9	2	..	15	939.50
South Tenth Street.....	264	209	473	52	367	54	366	315	....	....	..	1	7	1	..	11	609.50
Camden Street.....	261	250	511	53	409	49	389	349	....	....	..	1	8	1	..	12	699.50
Fifteenth Avenue.....	241	227	468	76	335	57	374	295	....	....	..	2	11	3	..	18	1,059.50
Eighteenth Avenue.....	429	474	903	116	661	126	660	561	....	....	..	2	11	3	..	18	1,059.50
Bergen Street.....	183	208	391	40	242	109	270	229	....	....	..	1	4	2	..	8	474.50
Franklin.....	333	336	669	96	469	104	451	362	....	....	..	1	7	2	..	12	699.50
Totals	4,183	4,363	8,546	1,235	5,995	1,316	5,916	5,068	85.6	....	..	17	102	26	..	**195	**\$11,859.50

** Includes nineteen special teachers, four of whom were males.

ANNUAL REPORT OF ATTENDANCE DEPARTMENT, SCHOOL YEAR 1903-04.

[illegible]

ANNUAL REPORT OF ATTENDANCE DEPARTMENT, SCHOOL YEAR 1903-04 --Continued.

[illegible]

FINANCIAL STATISTICS.

TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES,
SITES, AND SCHOOL FURNITURE.

NAME OF SCHOOL HOUSE.	Value of Sites.	Building and Furniture.	Total.
Normal and Training	\$ 25,000	\$ 48,000	\$ 73,000
High School.....	85,000	230,000	315,000
Burnet Street.....	25,000	50,000	75,000
State Street.....	10,000	19,000	29,000
Webster Street	10,000	25,000	35,000
Washington Street...	15,000	76,000	91,000
Marshall Street.....	10,000	5,400	15,400
Morton Street.....	30,000	95,000	125,000
Monmouth Street....	8,000	60,000	68,000
Lawrence Street....	25,000	45,000	70,000
Commerce Street....	10,000	14,500	24,500
Colored	15,000	18,000	33,000
Chestnut Street.....	10,000	51,000	61,000
Lafayette Street....	15,000	53,000	68,000
South Eighth Street..	8,000	60,000	68,000
Thirteenth Avenue ..	18,700	69,000	87,700
Bruce Street.....	10,000	50,000	60,000
Central Avenue.....	17,400	74,000	91,400
Warren Street.....	13,000	26,000	39,000
Wickliffe Street.....	6,000	10,000	16,000
Summer Avenue.....	10,000	48,000	58,000
Elliot Street.....	6,000	30,000	36,000
Ridge Street	4,800	5,000	9,800
Abington Avenue....	4,500	28,500	33,000
Summer Place.....	3,500	31,500	35,000
Miller Street.....	10,000	58,000	68,000
Elizabeth Avenue....	15,000	12,800	27,800
Charlton Street.....	12,600	99,600	112,200
Peshine Avenue.....	3,000	5,500	8,500
Prospect Avenue....	700	3,300	4,000
Park Avenue.....	800	2,500	3,300
Oliver Street.....	10,000	70,000	80,000
South Street.....	5,000	51,000	56,000
Walnut Street.....	8,000	7,000	15,000

TABLE A Continued.

NAME OF SCHOOL HOUSE.	Value of Sites.	Building and Furniture.	Total.
Ann Street... ..	\$ 7,200	\$ 55,000	\$ 62,200
North Seventh Street	7,500	55,000	62,500
Roseville Avenue....	6,000	30,500	36,500
Sussex Avenue	9,000	53,000	62,000
South Market Street.	10,500	58,000	68,500
Hamburg Place.....	13,000	67,000	80,000
Hawkins Street	5,000	53,000	58,000
South Tenth Street..	6,000	45,000	51,000
Camden Street.....	8,000	59,000	67,000
Waverly Avenue.....	9,000	50,000	59,000
Fifteenth Avenue....	5,400	54,000	59,400
Hawthorne Avenue..	3,000	32,000	35,000
South 16th Street....	4,800	43,000	47,800
Newton Street.....	10,000	77,000	87,000
Eighteenth Avenue..	7,000	60,000	67,000
Bergen Street.....	4,500	63,000	67,500
"Franklin"	15,000	85,000	100,000
Seventh Avenue.....	8,500	63,500	72,000
Vailsburgh.....	8,000	62,000	70,000
	\$607,400	\$2,596,600	\$3,204,000

TABLE B.
REPAIRS.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Normal and Training.....	\$183.57	.....	\$289.09
Changing class-room doors .....	.....	\$105.52	.....
Webster Street.....	146.38	.....	468.01
New brick wall .....	.....	250.00	.....
New fence.....	.....	71.63	.....
High.....	152.82	.....	761.18
Plumbing work .....	.....	99.71	.....
Repairing roof and leaders .....	.....	290.65	.....
Painting roof .....	.....	218.00	.....
Burnet Street.....	271.63	.....	1,052.64
Changing class-room doors .....	.....	165.70	.....
New wash basin.....	.....	50.00	.....
Painting roof.....	.....	85.00	.....
Repairing roof and leaders .....	.....	170.11	.....
Moving portable building. ....	.....	216.26	.....
Painting portable building, .....	.....	.....	.....
courts and toilet room.. ..	.....	93.94	.....
State Street	88.80	.....	507.40
Changing class room doors .....	.....	172.25	.....
New leaders.....	.....	66.60	.....
Ventilating cloak rooms.. ..	.....	179.75	.....
Washington Street.....	108.81	.....	7,514.10
Remodeling old part of .....	.....	.....	.....
building.....	.....	7,405.29	.....
Marshall Street.....	26.17	.....	26.17
Colored	94.05	.....	300.95
Changing class room doors .....	.....	74.19	.....
New teachers' toilet.....	.....	33.33	.....
Painting roof.....	.....	43.00	.....
Carpenter work.....	.....	56.38	.....
Morton Street	133.63	.....	679.74
Storage rooms.....	.....	57.40	.....
Repairing roof and leaders .....	.....	488.71	.....
Monmouth Street.....	104.85	.....	846.16
Resetting urinals.....	.....	84.90	.....
New drinking trough.....	.....	246.53	.....
Repairing roof and leaders .....	.....	276.52	.....

TABLE B—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
New book cases.....	.....	\$36.76	.....
New ceilings.....	.....	96.60	.....
Lawrence Street.....	\$277.83	.....	\$1,168.15
Changing class-room doors.....	.....	168.60	.....
Repairing roof and leaders.....	.....	77.27	.....
Repairing iron fence....	.....	36.49	.....
Relaying and new flagging.....	.....	248.96	.....
Painting roof and courts..	.....	359.00	.....
Commerce Street.....	55.71	.....	103.96
New leaders.....	.....	48.25	.....
Chestnut Street.....	79.71	.....	375.05
New leaders.....	.....	85.55	.....
Painting roof.....	.....	78.00	.....
New doors.....	.....	131.79	.....
Lafayette Street.....	189.93	.....	1,582.81
Plumbing work.....	.....	137.75	.....
New wash basins.....	.....	86.25	.....
New gas fixtures.....	.....	45.56	.....
Enlarging gas piping.....	.....	485.72	.....
New roof.....	.....	497.60	.....
Painting roof.....	.....	140.00	.....
South Eighth Street.....	125.22	.....	909.73
Changing class-room doors.....	.....	69.69	.....
New water supply.....	.....	326.60	.....
New drinking troughs....	.....	140.06	.....
New leaders.....	.....	150.66	.....
Painting roof.....	.....	97.50	.....
Thirteenth Avenue.....	238.14	.....	799.23
New stair rails.....	.....	21.94	.....
New leaders.....	.....	234.45	.....
Enlarging gas pipes.....	.....	235.00	.....
Plans for new toilets.....	.....	69.70	.....
Bruce Street.....	93.49	.....	371.34
Repairing roof and leaders.....	.....	92.85	.....
Painting roof.....	.....	185.00	.....
Central Avenue.....	76.13	.....	1,577.64
Changing class-room doors.....	.....	132.21	.....
New wardrobes.....	.....	139.65	.....
New leaders.....	.....	108.66	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
New cooking room.....	.....	\$295.02	.....
New fence.....	.....	115.06	.....
Coal bin partition... ..	.....	40.60	.....
Enlarging gas piping.....	.....	319.31	.....
Grading yard.....	.....	351.00	.....
Warren Street.....	\$30.12	.....	\$30.12
Wickliffe Street.....	23.33	.....	104.97
Plumbing work.....	.....	81.64	.....
Summer Avenue.....	163.22	.....	415.27
Changing class-room doors .....	.....	42.77	.....
Plumbing work.....	.....	72.00	.....
Painting tin work.....	.....	25.00	.....
New leaders.....	.....	112.28	.....
Elliot Street.....	85.05	.....	377.31
Relaying flagging.....	.....	78.62	.....
Plumbing work.....	.....	30.39	.....
Painting tin work.....	.....	25.00	.....
Moving portable building.....	.....	158.25	.....
Ridge Street.....	26.32	.....	151.23
Repairing and paint'g roof .....	.....	71.84	.....
Repairing fence.....	.....	53.07	.....
Abington Avenue.....	25.59	.....	151.69
New leaders .....	.....	86.10	.....
Painting roof.....	.....	40.00	.....
Summer Place.....	59.53	.....	204.83
New storm sheds.....	.....	67.30	.....
Painting fence and storm sheds .....	.....	78.00	.....
Miller Street.....	96.31	.....	264.08
Changing class-room doors .....	.....	58.85	.....
Fitting up manual training room.....	.....	108.92	.....
Elizabeth Avenue.....	59.32	.....	135.62
Painting roof.....	.....	35.00	.....
Plumbing work.....	.....	41.30	.....
Charlton Street... ..	190.34	.....	604.85
Repairing iron fence.....	.....	59.65	.....
Two court class-rooms....	.....	129.96	.....
New leaders.....	.....	224.90	.....

TABLE B—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Peshine Avenue.....	\$5.18	.....	\$687.41
Changing class room doors	.....	\$28.84	.....
New toilets.....	.....	653.39	.....
Prospect Avenue.....	20.18	.....	71.33
Repairing roof and leaders	.....	51.15	.....
Park Avenue.....	24.53	.....	65.53
Clean'g & rebuild'g vaults	.....	41.00	.....
Oliver Street.....	79.71	.....	314.64
Changing class-room doors	.....	68.23	.....
Painting roof.....	.....	81.72	.....
Painting exterior wall....	.....	63.00	.....
New book closets.....	.....	21.98	.....
South Street.....	183.24	.....	1,333.54
New water closets.....	.....	120.00	.....
Glazing.....	.....	69.15	.....
Plumbing work.....	.....	123.38	.....
Painting roof, gutters and cupolas.....	.....	250.00	.....
New leaders.....	.....	97.41	.....
Enlarging gas pipes.....	.....	490.36	.....
Walnut Street... ..	159.11	.....	525.84
Carpenter work.....	.....	72.02	.....
Mason work.....	.....	25.20	.....
New teachers' toilet and new soil and drain pipe.	.....	215.97	.....
New stop boxes.....	.....	53.54	.....
Ann Street.....	178.70	.....	1,017.42
Plumbing work.....	.....	94.42	.....
Repairing roof and leaders	.....	302.04	.....
Mason work.....	.....	170.14	.....
Painting roof.....	.....	145.00	.....
Kalsomining courts.....	.....	65.00	.....
New fence.....	.....	62.12	.....
North Seventh Street....	143.88	.....	844.36
Repairing roof and leaders	.....	180.89	.....
Painting tin work.....	.....	45.00	.....
Paint'g exterior wood work	.....	384.00	.....
Gas fitting.....	.....	36.21	.....
Car door catches.....	.....	38.65	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Picture moulding.....		\$15.73	.....
Roseville Avenue.....	\$39.48	.....	\$220.70
Paint'g kindergarten room and book cases.....	.....	28.00	.....
Repairing iron gates.....	.....	17.10	.....
New stair rail.....	.....	34.40	.....
Grading and flagging.....	.....	101.72	.....
Sussex Avenue.....	52.21	.....	52.21
South Market Street.....	41.96	.....	646.10
Changing class-room doors	.....	70.41	.....
Repairing roof and leaders	.....	76.48	.....
Enlarging gas pipes.....	.....	457.25	.....
Hamburg Place.....	154.91	.....	1,295.13
Changing class-room doors	.....	29.30	.....
Painting roof.....	.....	135.00	.....
New leaders.....	.....	117.18	.....
New sink.....	.....	62.80	.....
Enlarging gas pipes, etc..	.....	795.94	.....
Hawkins Street.....	60.06	.....	335.48
New water meter.....	.....	25.00	.....
Gas fitting.....	.....	19.07	.....
Repairing roof and leaders	.....	231.35	.....
South Tenth Street.....	244.86	.....	1,430.58
Fitting up kitchen.....	.....	242.51	.....
Repairing fence.....	.....	41.59	.....
Repairing roof and leaders	.....	186.74	.....
Painting roof.....	.....	31.00	.....
New water supply pipe...	.....	387.44	.....
Enlarging gas pipes.....	.....	228.00	.....
New floor and ceiling.....	.....	68.44	.....
Camden Street.....	86.87	.....	930.41
New water connection for boiler.....	.....	44.14	.....
New drinking troughs...	.....	141.40	.....
Painting roof & ventilators	.....	170.00	.....
New leaders.....	.....	203.00	.....
Artificial stone paving.....	.....	285.00	.....

TABLE B-Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Waverly Avenue.....	\$114.14	.....	\$888.70
Repairing and painting roofs, gutters and leaders .....	.....	.....	.....
Mason work and flagging. ....	.....	\$276.40	.....
Court class-rooms.....	.....	105.00	.....
Gas fitting... ..	.....	247.16	.....
Fifteenth Avenue.....	.....	146.00	.....
Repairing roof, gutters and leaders	186.37	.....	3,373.47
Plumbing work.....	.....	186.35	.....
Painting tin work.....	.....	44.20	.....
New toilets.....	.....	48.00	.....
Hawthorne Avenue.....	134.23	2,908.55	.....
Repairing roof and leaders .....	.....	.....	315.22
Painting frame building and fences.....	.....	.....	.....
.....	.....	125.00	.....
Newton Street.....	123.08	.....	1,369.06
Changing class-room doors .....	.....	285.89	.....
Repairing roof, gutters and leaders.....	.....	.....	.....
.....	.....	181.09	.....
Painting roof .....	.....	65.00	.....
New cast iron sewer.....	.....	395.00	.....
Relaying sewer and new water pipe.....	.....	.....	.....
.....	.....	319.00	.....
Eighteenth Avenue.....	257.08	.....	1,151.01
Changing class-room doors .....	.....	102.04	.....
Moving portable building. ....	.....	166.10	.....
New drinking troughs....	.....	222.67	.....
Repairing and painting roof.....	.....	.....	.....
.....	.....	218.00	.....
Plans for new toilets.....	.....	69.40	.....
New leaders.....	.....	115.72	.....
Livingston Street.....	10.50	.....	10.50
Bergen Street.....	128.21	.....	400.22
Repairing roof and leaders .....	.....	135.79	.....
New principal's toilet....	.....	136.22	.....
Franklin.....	148.86	.....	1,116.64
New wardrobes.....	.....	27.12	.....
New book closets.....	.....	76.30	.....

TABLE B—Continued.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extraor- dinary Repairs.	Whole Amount Expended.
Fitting up kitchen.....	....	\$205.00	.....
Repairing roof and leaders .....	.....	153.82	.....
Fitting up manual training room.....	.....	100.46	.....
Resetting urinal. ....	.....	89.80	.....
Enlarging gas pipes, etc.. ....	.....	315.28	.....
Seventh Avenue.....	\$120.58	.....	\$120.58
Drawing	25.07	.....	25.07

TABLE C.
FURNITURE AND SUPPLIES.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total.
Normal and Training.....	\$ 57.87	.....	\$57.87
Webster Street.....	36.15	.....	36.15
High.....	380.32	.....	712.14
New furniture.....	.....	\$331.82	.....
Burnet Street.....	45.70	.....	101.42
New furniture.....	.....	55.72	.....
State Street..	18.77	.....	177.27
Electric gongs.....	.....	158.50	.....
James Street.....	42.32	.....	42.32
Washington Street.....	66.88	.....	2,242.35
New furniture.....	.....	1,736.24	.....
Slate blackboard.....	.....	439.23	.....
Marshall Street.....	4.84	.....	4.84
Colored.....	26.45	.....	180.70
New furniture.....	.....	154.25	.....
Morton Street.....	115.74	.....	728.66
New furniture.....	.....	612.92	.....
William Street.....	10.67	.....	10.67
Monmouth Street.....	77.00	.....	301.10
New furniture.....	.....	224.10	.....
Lawrence Street.....	41.13	.....	59.83
New furniture.....	.....	18.70	.....
Commerce Street.....	9.07	.....	23.77
New furniture.....	.....	14.70	.....
Chestnut Street.....	66.24	.....	167.51
New furniture.....	.....	101.27	.....
Lafayette Street.....	90.19	.....	1,514.66
New furniture.....	.....	1,015.97	.....
Slate blackboard.....	.....	408.50	.....
South Eighth Street.....	139.70	.....	214.99
New furniture.....	.....	75.29	.....
Thirteenth Avenue.....	106.73	.....	242.54
New furniture.....	.....	135.81	.....
Bruce Street.....	30.14	.....	64.44
New furniture.....	.....	34.30	.....
Central Avenue.....	69.83	.....	1,076.38
New furniture.....	.....	199.35	.....

TABLE C-Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total.
Electric gongs....	.....	\$168.45	.....
Slate blackboard....	.....	638.75	.....
Warren Street.....	\$53.88	.....	\$64.13
New furniture.....	.....	10.25	.....
Wickliffe Street.....	25.68	.....	25.68
Summer Avenue.....	41.21	.....	405.41
New furniture.....	.....	364.20	.....
Elliot Street.....	28.02	.....	28.02
Ridge Street.....	12.07	.....	12.07
Abington Avenue.....	26.68	... ..	26.68
Summer Place.....	16.70	.....	109.15
New furniture.....	.....	92.45	.....
Miller Street.....	40.84	.....	56.34
New furniture.....	.....	15.50	.....
Elizabeth Avenue.....	18.72	.....	18.72
Charlton Street.....	77.15	.....	1,290 91
New furniture.....	.....	90.78	.....
Slate blackboard.....	.....	803.68	... ..
Electric gongs.....	.....	75.50	... ..
Telephone system.....	.....	243.80	... ..
Peshine Avenue.....	13.16	.....	33.66
Electric gongs. ....	.....	20.50	.....
Prospect Avenue.....	5.73	.....	5.73
Park Avenue.....	5.75	.....	5.75
Oliver Street.....	63.70	.....	182.87
New furniture.....	.....	119.17	.....
South Street.....	69.78	.....	142.53
New furniture.....	.....	72.75	.....
Walnut Street.....	24.42	.....	81.87
New furniture.....	.....	57.45	.....
Ann Street.....	93.94	.....	124.78
New furniture.....	.....	30.84	.....
North Seventh Street.....	85.65	.....	410 33
New furniture. ....	.....	324.68	.....
Roseville Avenue... ..	25.73	.....	253.53
New furniture.....	.....	227.80	.....
Sussex Avenue	35.83	.....	2,555.41
Slate blackboard.....	.....	568.03	.....
New furniture.....	.....	1,951.55	.....

TABLE C-Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total.
South Market Street... ..	\$93.99	.....	\$504.12
New furniture.....	.....	\$410.13	.....
Hamburg Place	55.44	.....	98.04
New furniture.....	.....	42.60	.....
Hawkins Street.....	41.14	.....	1,864.44
New furniture.....	.....	1,393.77	.....
Slate blackboard.....	.....	429.53	.....
South Tenth Street.....	108.53	.....	146.33
New furniture.....	.....	37.80	.....
Camden Street.....	93.80	.....	133.93
New furniture.....	.....	40.13	.....
Waverly Avenue.....	115.03	.....	363.83
Telephone system.....	.....	248.80	.....
Fifteenth Avenue.....	92.06	.....	553.29
New furniture.....	.....	461.23	.....
Hawthorne Avenue.....	34.70	.....	264.75
New furniture.....	.....	230.05	.....
South Sixteenth Street.....	.....	.....	391.34
Slate blackboard.....	.....	391.34	.....
Newton Street.....	126.68	.....	2,454.32
New furniture.....	.....	1,930.14	.....
Slate blackboard.....	.....	397.50	.....
Eighteenth Avenue.....	65.80	.....	314.93
New furniture.....	.....	249.13	.....
Livingston Street	6.60	.....	14.60
New furniture.....	.....	8.00	.....
Bergen Street.....	20.87	.....	1,186.89
New furniture.....	.....	197.43	.....
Telephone system.....	.....	248.80	.....
Slate blackboard.....	.....	719.79	.....
Franklin	67.95	.....	990.58
New furniture.....	.....	191.85	.....
Slate blackboard.....	.....	481.98	.....
Telephone system.....	.....	248.80	.....
Seventh Avenue.....	49.16	.....	3,126.72
New furniture.....	.....	2,321.94	.....
Slate blackboard.....	.....	755.62	.....
Academy Street Ungraded..	3.99	.....	3.99
Commerce Street Ungraded.	7.60	.....	7.60

TABLE C-Continued.

SCHOOL BUILDINGS.	Ordinary Supplies.	Extraor- dinary Supplies.	Total.
Morton Street Evening.....	\$0.90	.....	\$0.90
Lafayette Street Evening...	.20	.....	.20
Thirteenth Avenue Evening	.30	.....	.30
Central Avenue Evening....	.85	.....	.85
South Street Evening.....	.30	.....	.30
South Market Street Evening	.20	.....	.20
South Tenth Street Evening	.20	.....	.20
Eighteenth Avenue Evening	.20	.....	.20
Franklin Evening.....	.50	.....	.50
Drawing	11.08	.....	30.76
New furniture....	.....	\$19.68	.....
Morton Street Summer.....	1.52	.....	1.52
Monmouth Street Summer..	1.52	.....	1.52
Thirteenth Avenue Summer	1.52	.....	1.52
Bruce Street Summer.....	1.52	.....	1.52
Central Avenue Summer ...	1.52	.....	1.52
Warren Street Summer.....	1.52	.....	1.52
South Street Summer	1.52	.....	1.52
South Market Street Summer	1.52	.....	1.52
Hamburg Place Summer...	1.52	.....	1.52
South Tenth Street Summer	1.52	.....	1.52
Camden Street Summer....	1.52	.....	1.52
Fifteenth Avenue Summer..	1.52	.....	1.52
Eighteenth Avenue Summer	1.52	.....	1.52
Bergen Street Summer.....	1.53	.....	1.53
Franklin Summer.....	1.53	.....	1.53

Lafayette Street.....	54.67	54.67	90	360.00	.....	360.00
South Fifth Street.....	106.70	129.58	120	480.00	7.00	487.00
Thirteenth Avenue.....	101.33	244.00	155	620.06	7.00	627.06
Bruce Street.....	75.70	143.71	118 $\frac{1}{4}$	473.00	7.00	480.00
Central Avenue.....	53.15	72.57	223 $\frac{1}{2}$	894.00	.....	894.00
Warren Street.....	67.90	23.40	56 $\frac{3}{4}$	344.69	.....	344.69
Wickliffe Street.....	72.60	.....	27 $\frac{3}{4}$	169.19	.....	169.19
Summer Avenue.....	140.63	120.99	133	532.00	.....	532.00
Elliot Street.....	92.13	144.49	89 $\frac{1}{2}$	379.38	7.00	386.38
Ridge Street.....	20.30	.....	20	120.00	.....	120.00
Abington Avenue.....	56.40	69.77	65	260.07	7.00	267.07
Summer Place.....	95.27	49.49	82 $\frac{1}{2}$	330.00	7.00	337.00
Miller Street.....	85.10	291.11	184	736.00	7.00	743.00
Elizabeth Avenue.....	23.14	131.46	49 $\frac{1}{2}$	198.00	7.00	205.00
Charlton Street.....	215.18	324.90	286 $\frac{1}{2}$	1,156.25	.....	1,156.25
Peshine Avenue.....	33.17	130.70	22	88.00	3.50	91.50
Prospect Avenue.....	89.63	.....	8	32.00	21.00	53.00
Park Avenue.....	3.50	.....	10	57.50	.....	57.50
Oliver Street.....	46.61	464.67	160	640.00	.....	640.00
South Street.....	61.25	319.05	140	560.00	7.00	567.00
Walnut Street.....	44.10	.....	12	69.00	3.50	72.50
Ann Street.....	153.27	294.67	155	620.00	7.00	627.00
North Seventh Street.....	81.68	6,191.74	130	580.00	7.00	587.00
Roseville Avenue.....	62.20	774.12	75	300.00	14.00	314.00
Sussex Avenue.....	122.35	288.70	55	220.00	.....	220.00
South Market Street.....	96.38	1,311.51	135	540.00	.....	540.00
Hamburg Place.....	291.64	305.66	150	910.00	7.00	917.00
Hawkins Street.....	16.07	.....	65	260.00	.....	260.00
South Tenth Street.....	222.43	40.57	170	680.00	7.00	687.00
Camden Street.....	106.28	.....	145	580.00	7.00	587.00
Waverly Avenue.....	107.41	186.06	130	520.00	.....	520.00
Fifteenth Avenue.....	145.63	249.12	179 $\frac{1}{2}$	718.00	7.00	725.00
Hawthorne Avenue.....	88.90	156.91	120	543.00	14.00	557.00

TABLE D-Continued.

SCHOOL BUILDINGS.	HEATING APPARATUS.			FUEL.		
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.
Newton Street.....	\$172.75	\$112.62	\$285.37	171 $\frac{3}{4}$	\$687.00	..50
Eighteenth Avenue.....	124.41	.....	124.41	181 $\frac{1}{2}$	726.00	\$3.50
Livingston Street.....	23.10	.....	23.10	23	138.00	3.50
Bergen Street.....	94.32	171.28	265.60	155	620.00	7.00
Franklin.....	156.83	128.36	285.19	150	600.00	.....
Seventh Avenue.....	112.83	176.95	289.28	132 $\frac{1}{2}$	530.00	.....
Drawing.....	25.00	.....	25.00	28 $\frac{1}{4}$	172.31	.....
					\$687.00	\$687.00
					726.00	729.50
					138.00	141.50
					620.00	627.00
					600.00	600.00
					530.00	530.00
					172.31	172.31

TABLE E.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Heating, Repairs, Fuel, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Supplies, Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Normal and Training -									
Normal Department.....	134	\$ 9,153.10	\$ 547.10	\$ 571.51	\$ 10,271.71	\$ 35.17	\$ 10,306.88	\$ 4.08	\$ 76.65
Training Department.....	425	11,145.40	426.42	1,394.99	12,966.81	70.35	13,037.16	1.00	30.51
Webster Street Training.....	392	7,529.54	510.65	1,469.77	9,509.96	1,245.02	10,754.98	1.30	24.26
High.....	1,239	73,095.17	4,001.41	8,895.26	86,081.84	1,714.20	87,796.04	8.30	69.48
Burnet Street.....	438	15,139.67	932.82	2,050.10	18,122.59	1,294.38	19,416.97	1.44	27.97
State Street.....	431	9,046.91	871.85	1,283.29	10,702.05	666.55	11,368.60	.87	24.83
James Street.....	114	3,693.34	77.03	1,252.02	5,022.39	.....	5,022.39	.68	44.06
Washington Street.....	586	14,029.43	835.24	1,912.36	17,877.13	10,077.82	27,454.95	1.43	29.65
Marshall Street.....	263	4,264.49	51.62	643.68	4,959.59	.....	4,959.59	1.20	18.86
Colored.....	144	4,386.25	156.29	1,132.67	5,676.21	479.48	6,154.69	1.09	39.41
Morton Street.....	1,733	31,476.42	2,131.47	4,635.01	38,242.90	1,697.73	39,940.63	1.23	22.06
William Street.....	165	3,370.18	72.89	1,275.42	4,718.49	.....	4,718.49	.44	25.59
Monmouth Street.....	1,110	19,615.29	1,172.88	2,893.85	23,682.02	1,135.38	24,817.40	1.06	21.94
Lawrence Street.....	435	10,225.61	442.36	1,753.45	12,421.42	909.02	13,330.44	1.02	28.55
Commerce Street.....	94	2,136.58	58.55	1,114.30	3,309.43	62.95	3,372.38	.62	35.21
Chestnut Street.....	775	16,806.45	1,007.47	2,045.77	19,859.69	562.91	20,422.60	1.30	25.63
Lafayette Street.....	817	16,860.63	917.34	1,988.96	19,766.83	2,817.35	22,584.18	1.12	24.19
South Eighth Street.....	1,147	21,995.04	1,311.17	2,344.14	25,650.35	882.68	26,533.03	1.14	22.36
Thirteenth Avenue.....	1,131	21,655.18	1,215.98	2,595.35	25,466.51	940.90	26,407.41	1.07	22.52
Bruce Street.....	665	13,800.95	737.76	1,921.35	15,959.37	455.86	16,415.23	1.11	24.00
Central Avenue.....	913	18,694.30	1,091.54	2,944.53	22,730.37	2,580.63	25,311.00	1.30	24.90
Warren Street.....	358	6,492.78	324.26	1,386.08	8,203.12	33.65	8,236.77	.91	22.91
Wickliffe Street.....	256	5,715.88	166.44	981.07	6,863.39	81.64	6,945.03	.65	26.81
Summer Avenue.....	714	16,596.98	770.21	2,352.13	19,719.32	737.24	20,456.56	1.08	27.62
Elliot Street.....	706	15,539.99	935.11	1,736.00	18,211.10	436.75	18,647.85	1.33	25.73

Academy Street Ungraded.....	19	1,300.00	23.18	443.99	1,767.17	.....	1,767.17	1.22	93.01
Commerce Street Ungraded.....	25	1,378.75	23.80	7.60	1,410.15	.....	1,410.15	.95	56.41
Central Evening High.....	198	4,534.07	236.08	384.83	5,175.00	.....	5,175.00	1.29	26.14
Thirteenth Avenue Evening High.....	183	3,496.18	28.18	176.73	3,701.09	.....	3,701.09	.15	20.32
Hamburg Place Evening High.....	194	2,427.41	2.55	211.65	2,641.61	.....	2,641.61	.32	36.23
Franklin Evening High.....	67	1,874.13	22.11	62.26	1,958.50	.....	1,958.50	.45	11.10
Washington Street Evening.....	222	2,126.00	100.38	238.85	2,465.23	.....	2,465.23	.30	11.81
Morton Street Evening.....	442	4,171.75	177.40	869.90	5,219.05	.....	5,219.05	.47	11.06
Lafayette Street Evening.....	274	2,510.00	130.13	391.25	3,031.38	.....	3,031.38	1.46	24.60
Thirteenth Avenue Evening.....	64	1,366.82	93.31	114.41	1,574.54	.....	1,574.54	.61	11.69
Central Avenue Evening.....	281	2,786.00	171.27	328.80	3,286.07	.....	3,286.07	.31	14.28
South Street Evening.....	172	2,045.00	63.48	346.86	2,455.34	.....	2,455.34	.39	12.07
South Market Street Evening.....	178	1,784.00	69.83	294.05	2,147.88	.....	2,147.88	.97	13.92
Hamburg Place Evening.....	164	1,886.84	158.84	237.56	2,283.24	.....	2,283.24	.41	10.32
South Tenth Street Evening.....	222	1,985.00	190.79	216.05	2,291.84	.....	2,291.84	.43	9.97
Newton Street Evening.....	284	2,338.00	120.82	371.85	2,831.67	.....	2,831.67	.60	12.05
Eighteenth Avenue Evening.....	223	2,237.00	134.78	316.02	2,687.80	.....	2,687.80	.06	6.21
Bergen Street Evening.....	64	384.00	3.64	70.11	397.75	.....	397.75	.57	9.25
Franklin Evening.....	405	3,074.87	232.40	438.20	3,745.47	.....	3,745.47	.86	24.45
Drawing.....	334	5,075.50	285.45	2,805.62	8,166.57	.....	8,166.57	.03	1.49
Morton Street Summer.....	754	1,040.00	24.22	58.52	1,122.74	.....	1,122.74	.09	2.07
Monmouth Street Summer.....	438	833.50	37.70	34.52	905.72	.....	905.72	.06	2.02
Thirteenth Avenue Summer.....	316	636.00	19.47	35.72	691.19	.....	691.19	.07	2.10
Bruce Street Summer.....	342	609.50	20.84	34.52	664.86	.....	664.86	.06	2.51
Central Avenue Summer.....	943	564.34	14.74	31.52	610.60	.....	610.60	.02	1.84
Warren Street Summer.....	307	529.50	6.12	26.13	564.74	.....	564.74	.06	2.47
South Street Summer.....	232	455.00	14.50	31.52	572.52	.....	572.52	.05	2.32
South Market Street Summer.....	210	845.50	17.74	52.52	487.02	.....	487.02	.08	1.62
Hamburg Place Summer.....	564	613.00	21.71	31.52	915.76	.....	915.76	.06	1.82
South Tenth Street Summer.....	366	667.09	36.27	737.88	737.88	.....	737.88	.00	1.90
Camden Street Summer.....	389	602.50	33.34	667.36	667.36	.....	667.36	.00	1.78
Fifteenth Ave. Summer.....	374	1,035.50	33.37	58.52	1,109.72	.....	1,109.72	.02	1.68
Eighteenth Avenue Summer.....	680	470.50	15.70	31.53	530.23	.....	530.23	.10	1.96
Bergen Street Summer.....	270	693.50	28.20	37.53	744.07	.....	744.07	.03	1.65
Franklin Summer.....	451		13.04			.....		

PART III.

DIRECTORY OF SCHOOL BUILDINGS
AND TEACHERS.
SCHEDULE OF SALARIES.

SCHOOL DIRECTORY.

BUILDINGS.

NORMAL AND TRAINING.

Location, Washington street, corner Linden.
Erected, 1853-54.
Opened as a High School, January 7th, 1855.
Enlarged, 1883.
Improved, 1886.
Opened as a Normal School, April 1st, 1899.
Class Rooms, Nineteen.

Janitor, SAMUEL HARRISON, 14 Maiden Lane.

WEBSTER STREET TRAINING.

Location, Webster street, corner Crane.
Erected, 1855-56.
Opened, April 20th, 1857.
Class Rooms, Ten.

Janitor, HUGH COYNE, 57 Webster street.

HIGH.

Location, Sixth avenue, Parker and Ridge streets.
Erected, 1897-98.
Opened, February 1st, 1899.
Class Rooms, Thirty-eight.

Janitor, JAMES R. McMONAGLE, 258 Fairmount avenue.

BURNET STREET.

Location, Burnet street, between Orange and James.

Erected, 1868-69.

Opened, September 6th, 1869.

Class Rooms, Sixteen.

Janitor, HARMON L. THOMPSON, 14 Eagles street.

STATE STREET.

Location, State street, near Broad.

Erected, 1846-47.

Opened, 1847.

Enlarged, 1882.

Class Rooms, Ten.

Janitor, JOHN H. JORDAN, 34 High Street.

WASHINGTON STREET.

Location, Washington street, near West Kinney.

Erected, 1868.

Opened, September 3d, 1868.

Enlarged, 1904.

Class Rooms, Twenty-five.

Janitor, ZENO W. DAY, 77 West Kinney street.

COLORED SCHOOL.

Location, Market street, near the Court House.

Erected, 1847.

Opened, January 2d, 1848.

Enlarged, 1883.

Opened as a Colored School, September 1st, 1899.

Class Rooms, Eight.

Janitor, OTTO J. HUEBNER, 520 High street.

MORTON STREET.

Location, Morton street, corner Broome.
Erected, 1851.
Opened, November 24th, 1851.
Enlarged, 1861, 1869, 1881, 1898.
Class Rooms, Thirty-eight.

Janitor, HERMAN BUSZ, 30 Morton street.

WILLIAM STREET.

Location, 184 William street.
Rented.
Opened, April 1st, 1896.
Class Rooms, Four.

Janitor, MRS. LENA POPPY, 52½ South Orange avenue.

MONMOUTH STREET.

Location, Monmouth st. bet. Spruce and Montgomery.
Erected, 1886-87.
Opened, May 2d, 1887.
Enlarged, 1896.
Class Rooms, Twenty-five.

Janitor, WILLIAM OVERGNE, 20 Miller street

LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.
Erected, 1872-73.
Opened, September 1st, 1873.
Remodeled, 1890.
Class Rooms, Twelve.

Janitor, WM. WIGGINS, 22 Cherry street.

COMMERCE STREET.

Location, Commerce street, east of Lawrence.

Erected, 1846-47.

Opened, 1847.

Class Rooms, Six.

Janitor, WM. CARR, 2 Railroad place.

COMMERCE STREET (Rear Building).

Location, rear of Commerce street building.

Erected, 1860.

Enlarged, 1868.

Opened as a Colored School, 1874.

Closed, 1899.

Class Rooms, Four.

Janitor, WM. CARR, 2 Railroad place.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.

Erected, 1859-60.

Opened, September 24th, 1860.

Enlarged, 1870, 1900.

Class Rooms, Twenty.

Janitor, JACOB CONLEY, 18 Scott street.

LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.

Erected, 1848-49.

Opened, July 27th, 1849.

Enlarged, 1863, 1870-71, 1881, 1884, 1904.

Class Rooms, Twenty-one.

Janitor, JAMES J. BANNON, 97 Elm street.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.

Erected, 1872-73.

Opened, September 1st, 1873.

Enlarged, 1900.

Class Rooms, Twenty-five.

Janitor, PHILIP TULLY, 529 Twelfth avenue.

THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.

Erected, 1887-88.

Opened, November 19th, 1888.

Enlarged, 1891-92, 1903.

Class Rooms, Twenty-six.

Janitor, JOSEPH WINCKLHOFER, 248 Norfolk street.

BRUCE STREET.

Location, Bruce street, near Bank.

Erected, 1897-98.

Opened, September, 1898.

Enlarged, 1899.

Class Rooms, Sixteen.

Janitor, FREDERICK HEBRING, 385 Bank street.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.

Erected, 1871-2.

Opened, September, 1872.

Enlarged, 1903.

Class Rooms, Twenty-six.

Janitor, JOHN CALLAN, 50 Wilsey street.

WARREN STREET.

Location, Warren st., between Wickliffe and Wilsey.

Erected, 1891-92.

Opened, September 12th, 1892.

Class Rooms, Eight.

Janitor, GARRET CONLON, 41 Wilsey street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.

Erected, 1848-49.

Opened, 1849.

Class Rooms, Six.

Janitor, JOHN F. KENNEDY, 13 Wickliffe street.

SUMMER AVENUE.

Location, Summer avenue, near Second.

Erected, 1883-84.

Opened, September 5th, 1884.

Enlarged, 1897.

Class Rooms, Sixteen.

Janitor, WILLIAM H. VAN NEST, 70 Broad street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.

Erected, by Woodside Township.

(Woodside Annexed, April 5th, 1871.)

Opened, September, 1871.

Rebuilt, 1881.

Enlarged, 1890, 1895-96.

Class Rooms, Fourteen.

Janitor, MILES I. COEYMAN, 155 Grafton avenue.

RIDGE STREET.

Location, Ridge street, near Montclair avenue.

Opened, September 10th, 1894.

Purchased, December 6th, 1895.

Class Rooms, Four.

Janitor, GEORGE W. HUNTLEY, 263 Verona avenue.

ABINGTON AVENUE.

Location, Abington avenue, corner North Seventh street.

Erected, 1900.

Opened, September, 1900.

Class Rooms, Eight.

Janitor, CHRISTIAN SIEGWARTH, 727 North Sixth street.

SUMMER PLACE.

Location, Summer place, near Chester avenue.

Erected, 1903.

Opened, September, 1903.

Class Rooms, Eight.

Janitor, GOTTFRIED BIEBER, 62 Seabury place.

MILLER STREET.

Location, Miller street, near Sherman avenue.

Erected, 1880-81.

Opened, June 1st, 1881.

Enlarged, 1887-88, 1900.

Class Rooms, Twenty-two.

Janitor, CHARLES S. GRIFFITHS, 59 Miller street.

ELIZABETH AVENUE.

Location, Elizabeth ave., bet. Stanton and Bigelow sts.
Erected, by Clinton Township.

(Part of Clinton Township Annexed.)

Opened, September 1st, 1869.

Closed, June 1st, 1881.

Reopened, April 4, 1892.

Enlarged, 1895.

Class Rooms, Six.

Janitor, JOHN W. MOORE, 166 Elizabeth avenue.

CHARLTON STREET.

Location, Charlton street, corner Waverly avenue.

Erected, 1895.

Opened, September 9th, 1895.

Enlarged, 1899, 1903.

Class Rooms, Thirty-two.

Janitor, ADOLPH SAUPE, 18 Clayton street.

PESHINE AVENUE.

Location, Peshine avenue, near Watson avenue.

Erected, by Clinton Township.

Annexed March 11th, 1902.

Class Rooms, Four.

Janitor, MRS. DAVID MEYER, 144 Watson avenue.

PROSPECT AVENUE.

Location, Prospect avenue, corner Elizabeth Road.

Erected, by Clinton Township.

Annexed March 11th, 1902.

Class Rooms, Two.

Janitor, MRS. GEORGE SPENDLOVE, Prospect avenue.

PARK AVENUE.

Location, Park avenue, near Evergreen avenue.

Erected by Clinton Township.

Annexed March 11th, 1902.

Class Rooms, Two.

Janitor, MRS. JOHN PETERS, Park avenue.

OLIVER STREET.

Location, Oliver street, near Pacific.

Erected, 1869.

Opened, September 6th, 1869.

Enlarged, 1903.

Class Rooms, Twenty-two.

Janitor, EMIL KOLLER, 54 Pacific street.

SOUTH STREET.

Location, South street, corner Hermon.

Erected, 1883-84.

Opened, September 5th, 1884.

Enlarged, 1900.

Class Rooms, Twenty.

Janitor, EDWARD KIERNAN, 129 Tichenor street.

WALNUT STREET.

Location, Walnut street near Jefferson.

Erected, 1862.

Opened, January, 1863.

Remodeled, 1877.

Class Rooms, Eight.

Janitor, ALBERT HOFER, 131 New York avenue.

ANN STREET.

Location, Ann st., bet. New York ave. and Elm road.

Erected, 1891-92.

Opened, September 12th, 1892.

Enlarged, 1897.

Class Rooms, Twenty.

Janitor, THOMAS H. DILLON, 65 Ann street.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.

Erected, 1860, on Roseville avenue site.

Removed, 1874, to North Seventh street.

Opened, September 6th, 1874.

New building erected, 1893-94.

Enlarged, 1897.

Class Rooms, Twenty.

Janitor, GEORGE H. SCHNARR, 185 Fourth street.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.

Erected, 1883-84.

Opened, April 16th, 1884.

Enlarged, 1903.

Class Rooms, Eleven.

Janitor, JAMES QUINN, 50 Bergen street.

SUSSEX AVENUE.

Location, Sussex avenue, corner Third street.

Erected, 1900.

Opened, September, 1900.

Enlarged, 1904.

Class Rooms, Eighteen.

Janitor, JOSEPH GILLOW, 100 First street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.

Erected, 1855-56.

Opened May 4th, 1857.

Enlarged, 1899.

Class Rooms, Twenty--one.

Janitor, CHRISTIAN STEINES, 81 Mott street.

HAMBURG PLACE.

Location, Hamburg place, near Ferry.

Erected, 1881-82.

Opened, April 10th, 1882.

Enlarged, 1885-86, 1900.

Class Rooms, Twenty-four.

Janitor, MRS. MARGARET WECKENMANN, 23 Wall street.

HAMBURG PLACE ANNEX.

Location, 29 Hamburg place.

Purchased, August 16th, 1892.

Opened, January 6th, 1896.

Class Rooms, Four.

Janitor, MRS. MARGARET WECKENMANN, 23 Wall street.

HAWKINS STREET.

Location, Hawkins street, near Ferry.

Erected, 1887-88.

Opened, January 3d, 1889.

Enlarged, 1904.

Class Rooms, Sixteen.

Janitor, WILLIAM BAUMGARTNER, 29 Brill street.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.

Erected, 1870.

Opened, January 2d, 1871.

Enlarged, 1879, 1888-89, 1896.

Class Rooms, Twenty-five.

Janitor, NICHOLAS MORGENSTERN, 549 South Eleventh street.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.

Erected, 1883-84.

Opened, September 5th, 1884.

Enlarged, 1900.

Class Rooms, Twenty-three.

Janitor, JACOB KERN, 302 Camden street.

WAVERLY AVENUE.

Location, Waverly ave., bet. Bergen and Kipp streets.

Erected, 1891-92.

Opened, October 20th, 1892.

Enlarged, 1900.

Class Rooms, Eighteen.

Janitor, JOHN LIND, 130 Barclay street.

FIFTEENTH AVENUE.

Location, Fifteenth avenue, corner Fifteenth street.

Erected, 1895.

Opened, September 9th, 1895.

Enlarged, 1897.

Class Rooms, Twenty-four.

Janitor, JOSEPH BONCHER, 138 Sixteenth avenue.

HAWTHORNE AVENUE.

Location, Hawthorne avenue, near Clinton place.
Erected by Clinton Township.

(Annexed March 29th, 1897.)

Opened, September 13th, 1897.
Enlarged, 1900.
Class Rooms, Twelve.

Janitor, PAUL HORAKH, 247 Leslie street.

SOUTH SIXTEENTH STREET.

Location, South Sixteenth street, corner Madison avenue.
Erected, 1904-05.
Opened, February 15th, 1905.
Class Rooms, Twelve.

Janitor, OTTO ZWICK, 789 South Seventeenth street.

NEWTON STREET.

Location, Newton street, near South Orange avenue.
Erected, 1866-67.
Opened, September, 1867.
Enlarged, 1868.
Burned, June, 1871.
Rebuilt, September-October, 1871.
Enlarged, 1873, 1900, 1904.
Class Rooms, Thirty-four.

Janitor, JOSEPH SCHUCK, 174 Bruce street.

EIGHTEENTH AVENUE.

Location, Eighteenth avenue, cor. Livingston street.
Erected, 1871.
Opened, September, 1871.
Enlarged, 1900.
Class Rooms, Twenty-six.

Janitor, JOSEPH MESMER, 81 Peshine avenue.

LIVINGSTON STREET.

Location, Livingston street, near Eighteenth avenue.

Rented.

Opened, February 1st, 1894.

Enlarged, 1897.

Class Rooms, Eight.

Janitor, JOSEPH MESMER, 81 Peshine avenue.

BERGEN STREET.

Location, Bergen street, corner Bigelow street.

Erected, 1900.

Opened, September, 1900.

Enlarged, 1903.

Class Rooms, Twenty-two.

Janitor, FRANK J. MARKSTEIN, 749 Bergen street.

FRANKLIN SCHOOL.

Location, Fifth avenue, corner Cutler street.

Erected, 1889.

Opened, September 16th, 1889.

Enlarged, 1895, 1903.

Class Rooms, Twenty-five.

Janitor, GEORGE W. JANIFER, 190½ Ridge street.

SEVENTH AVENUE.

Location, Seventh avenue, corner Factory street.

Erected, 1899.

Opened, September 1st, 1899.

Enlarged, 1904.

Class Rooms, Twenty-seven.

Janitor, CARMINE FILIPONE, 14 Factory street.

VAILSBURGH SCHOOL.

Location, Burnett street, near South Orange avenue.

Erected, by Borough of Vailsburgh.

Annexed to Newark, January 1, 1905.

Class Rooms, Sixteen.

Janitor, WALTER H. ROLPH, 38 Sunset avenue (Vailsburgh.)

INDUSTRIAL SCHOOL.

JAMES STREET.

Location, 8 James street.

Rented.

Class Rooms, Four.

Janitor, GEORGE BRANDRETH, 15 James street.

DRAWING SCHOOL.

Location, 55 and 57 Academy street.

Rented.

Opened, October 1st, 1897.

Class Rooms, Eight.

Janitor, ADAM W. SMITH, 355 Halsey street.

SCHOOL DIRECTORY.

TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Abbey, Ada Gay.....	15th Ave.....	Assistant	231 Fifth st.
Aber, Laura E.....	Washington St..	Assistant	113 Centre st., Orange
Adam, Anna F.....	Charlton St.....	Assistant	137 Hillside ave.
Adams, Alvia C.....	South 8th St....	1st Assistant ..	74 N. Arl'gt'n av., E.O.
Allen, Edith F.....	Summer Pl.....	Assistant	27 Wakeman ave.
Allen, Jane E.....	Washington St.G.	V. Principal..	316 Belleville ave.
Alyea, Cornelia L.....	Lawrence St....	Assistant	323 Summer ave.
Anderson, Anna	Camden St.....	Assistant	111 Spruce st.
Anderson, Flora I.....	Bruce St.....	Assistant	37 Bruce st.
Anderson, Henry S.....	Washington St..	Principal	193 South Sixth st.
Andrew, Mary A.....	Burnet St.....	Assistant	19 Warren pl.
Ansart, Louis L.....	High	Assistant	276 Sixth ave.
Anthony, Lizzie	Warren St.....	Assistant	443 Seventh ave.
Antz, Natalie	High	Assistant	273 Parker st.
Arbuckle, Marion A.....	15th Ave.....	Assistant	41 Nelson pl.
Arndt, Elizabeth K.....	North 7th St. G.	V. Principal..	73 Roseville ave.
Atherton, E. Pearl.....	13th Ave.....	Assistant	162 South Eleventh st.
Atherton, Rose B.....	7th Ave.....	Assistant	162 South Eleventh st.
Atterbury, Emily G.....	Charlton St.....	Assistant	40 Emmet st.
Avery, Sarah A.....	Central Ave....	Assistant	24 Burnet st.
Ayer, Mary L.....	Central Ave....	Assistant	11 Roseville ave.
Ayers, Augusta M.....	Charlton St.....	Assistant	11 Washington st.
Ayres, Jessie M.....	Monmouth St..	Assistant	63 Alpine st.
Backus, Belle F.....	Camden St.....	Assistant	65 North Sixth st.
Badgley, Nellie M.....	Newton St.....	Assistant	7 Linden st.
Bailey, Emma	Camden St.....	Kind'g Asst..	32 Orleans st.
Bainbridge, Emma J....	South 10th St. P.	V. Principal..	70 Court st.
Baird, Margaret	18th Ave. G....	V. Principal..	102 Sherman ave.
Baird, Margaret J.....	South Market St.	1st Assistant ..	204 Plane st.
Baker, Bertha B.....	Central Ave....	Assistant	53 North Seventh st.
Baker, Elizabeth M.....	Hamburg Pl....	Assistant	220 Garside st.
Balcom, A. G.....	Franklin	Principal	167 Mt. Prospect ave.
Baldwin, Alice W.....	Elizabeth Ave..	Kind'g Direct.	15 Sherman ave.
Baldwin, Anna A.....	Newton St.....	Assistant	27 Bathgate pl.
Baldwin, Mrs. Anna L....	Bergen St.....	Assistant	8 South Eleventh st.
Baldwin, E. Belle.....	Morton St.....	Assistant	213 Garside st.
Baldwin, Emma F.....	Hamburg Pl. G..	V. Principal..	327 Summer ave.
Baldwin, Helen	Peshine Ave....	Kind'g Direct.	15 Sherman ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Baldwin, Lucasta C.....	North 7th St....	Assistant	98 North Seventh st.
Baldwin, M. Lillian.....	Chestnut St....	1st Assistant.	71 Pennsylvania ave.
Ball, Katherine V.....	Waverly Ave....	Assistant	328 High st.
Bamberger, Morris	Bergen St.....	Principal	43 Ingraham pl.
Banister, Lydia S.....	Sussex Ave.....	H'd Assistant	69 South Tenth st.
Banner, S. Kathryn.....	Newton St.....	Assistant	143 South Tenth st.
Barbour, Kate H.....	Central Ave....	Kind'g Asst..	632 Mt. Prospect ave.
Barnum, Gertrude E.....	Morton St.....	Assistant	73 W. End av., Vails.
Barr, Jean T.....	Monmouth St...	Kind'g Asst..	Avondale N. J.
Barr, Morris L.....	High	H'd Assistant	71 North Eleventh st.
Barringer, Wm. N.....	Superv. of Ev'g. & Sum. Schools.	{ Special	1142a Broad st.
Barry, Agnes E.....	13th Ave.....	Assistant	Llewellyn Park, W. O.
Barth, Annie	Charlton St....	Assistant	105 Monmouth st.
Bassett, May V.....	Webster St Trg.	Model & Critic	55 Leslie st.
Bauer, Amelia C.....	Vailsburgh	Assistant	115 Union ave., Ir'gt'n
Bauer, Isabel P.....	Lafayette St....	Assistant	84 Niagara st.
Baxter, Anna W.....	Miller St. P....	V. Principal..	177 Mt. Prospect ave.
Baxter, James M.....	Colored	Principal	15 Elm st.
Baxter, Lillian E.....	Franklin	Assistant	283 Clifton ave.
Bayley, Eva E.....	South Market St.	Assistant	95 South Eighth st.
Beach, Della W.....	Central Ave....	Assistant	113 Plane st.
Beach, Emma R.....	15th Ave.....	Assistant	124 Union st., Eliz'b'th
Beach, Estelle	Hawthorne Ave.	Assistant	65 Clinton pl.
Beam, Sarah E.....	Oliver St.....	1st Assistant.	327 Summer ave.
Bearse, Edith G.....	Sussex Ave....	Kind'g Direct.	51 Hillyer st., Orange
Becht, Minnie R.....	13th Ave.....	Assistant	87 West Kinney st.
Bedell, Mary E.....	South St.....	V. Principal..	42 South Tenth st.
Beers, Ella E.....	Bergen St.....	Kind'g Direct.	44 Nairn pl.
Belcher, Elizabeth H.....	High	Assistant	199 Broad st.
Belcher, Josephine. A.....	Hawthorne Ave.	Kind'g Direct.	571 Summer ave.
Belcher, Katherine F.....	High	Assistant	8 Winthrop ter., E. O.
Bell, Mrs. Grace D.....	15th Ave.....	V. Principal..	79 Sherman ave.
Beltaire, Annie L.....	Morton St. P....	V. Principal..	33 Morton st.
Bendet, Helen	Morton St.....	Assistant	99 Sherman ave.
Bennett, Ida I.....	13th Ave.....	Assistant	72 South Twelfth st.
Bennett, J. Hazel.....	7th Ave.....	Assistant	258 Mt. Pleasant ave.
Bennett, Laura J.....	Burnet St. G....	V. Principal..	35 Burnet st.
Berry, Arisena	Monmouth St...	Assistant	59 Hillside pl.
Berry, Estelle V.....	Elizabeth Ave..	H'd Assistant	59 Hillside pl.
Berry, Jennie B.....	South Market St.	Kind'g Asst..	159 Littleton ave.
Berry, M. Alice	Hamburg Pl....	Assistant	70 Prospect st.
Beyer, Carrie E.....	Hamburg Pl....	Assistant	60 Court st.
Biddinger, Jessie L.....	James St. Indus.	Kind'g Direct.	7 Summit st.
Bieler, Louise E.....	Lafayette St....	Assistant	382 Market st.
Biggin, Mrs. Elizabeth T.	Lafayette St....	Assistant	114 Union st.
Bingham, Cora E.....	Miller St.....	Assistant	90 Wright st.
Bioren, Edith J.....	Miller St.....	Kind'g Asst..	61 Sherman ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Bird, Mary R.....	Lafayette St. P..	V. Principal..	113 Bruen st.
Bishop, Lorena E.....	7th Ave.....	H'd Assistant	29 North Ninth st.
Bissell, Thomas J.....	Charlton St.....	Principal	83 Third ave.
Blair, Emma L.....	Summer Ave.....	Assistant	139 South Tenth st.
Blaikie, Rachel B.....	7th Ave.....	Kind'g Direct.	65 Prospect st., E. O.
Blake, Katherine	Wickliffe St.....	Kind'g Direct.	57 North Seventh st.
Blake, K. S.....	Bruce St.....	Principal	229 Grafton ave.
Blanchard, Nellie M.....	18th Ave.....	Assistant	24 Frelinghuysen ave.
Blau, Elsie	Central Ave.....	Assistant	134 Wickliffe st.
Blewitt, Mary A.....	South Market St.	Assistant	141 Van Buren st.
Bloomfield, Mary E.....	South 10th St...	Kind'g Asst..	75 Roseville ave.
Bock, Amy D.....	Hawthorne Ave.	Assistant	44 Millington ave.
Bockel, Florence N.....	Monmouth St...	H'd Assistant	33 Astor st.
Bodine, Helen D.....	15th Ave.....	Assistant	78 Day st., Orange.
Bodler, Anna	Normal & Train'g	T'cher of Ped.	50 Park pl.
Bogan, Margaret A.....	18th Ave.....	Assistant	141 New st.
Bollenbach, Cornelia H..	Morton St.....	Assistant	21 New st., Bloomfield
Bond, Albina R.....	Roseville Ave...	Assistant	10 Gould ave.
Bonnell, Edna C.....	South 10th St...	Assistant	228 Sixth ave.
Bower, Helen	Summer Ave.....	Assistant	62 Kearny st.
Bowers, Ida	Monmouth St...	V. Principal..	598 Broad st.
Bowlby, Elizabeth	Manual Training	Special	137 Bloomfield ave.
Boylan, Fannie A.....	Miller St.....	Assistant	38 Emmet st.
Bradford, Mary A.....	Elliot St. P.....	V. Principal..	23 Wakeman ave.
Branum, Sarah N.....	South 8th St.....	1st Assistant.	159 Littleton ave.
Brewer, Florence A.....	North 7th St...	Assistant	315 Seventh ave.
Bristol, Kate L.....	South 8th St...	Assistant	197 Dickerson st.
Brittain, Lois S.....	Sussex Ave.....	Assistant	162 North Ninth st.
Brittain, Mary E.....	North 7th St...	Assistant	162 North Ninth st.
Brookfield, Eliza A.....	Prospect Ave...	Assistant	100 Central ave.
Brookfield, Mabel H.....	Monmouth St...	Assistant	159 Fourth ave.
Browazki, Anna M.....	Newton St.....	Assistant	51 Ninth ave.
Browazki, Grace G.....	Bruce St.....	Assistant	51 Ninth ave.
Brower, Mildred V.....	Charlton St.....	Assistant	126 Wright st.
Brown, Alice S.....	Elizabeth Ave...	Assistant	80 Hillside ave.
Brown, Carrie M.....	Central Ave.....	Assistant	152 Plane st.
Brown, Elizabeth J.....	Morton St.....	Assistant	80 Hillside ave.
Brown, Ethel A.....	Waverly Ave...	Assistant	15 Wh'tl's'y ave., E.O.
Brown, Mrs. Georgiana A.	Summer Ave.....	Assistant	295 Summer ave.
Brown, Grace L.....	18th Ave.....	Kind'g Direct.	298 Clifton ave.
Brown, Mabel	Charlton St.....	Assistant	22 Clinton st.
Brown, Mary K.....	Summer Ave.....	Assistant	57 Taylor st.
Brownell, Elizabeth	13th Ave.....	Assistant	97 North Ninth st.
Buchanan, Fanny L.....	Normal & Train'g	Mod'l & Critic	201 Mt. Pleasant ave.
Budington, Grace	Elliot St. P.....	H'd Assistant	200 Garside st.
Buehler, Annie J.....	Hamburg Pl...	Assistant	96 S. Sandf'd st., Vailsb.
Bull, Harriet I.....	Charlton St.....	Assistant	41 Austin st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Burgyes, Annie S.....	North 7th St...	Assistant	10 Gould ave.
Burgyes, Edith	Camden St.....	Assistant	10 Gould ave.
Burnet, Julia	Central Ave.....	Assistant	12 No. Grove st., E.O.
Burnett, Mabel	Miller St.....	Assistant	890 So. Sixteenth st.
Burnett, Priscilla	South 16th St...	Assistant	890 So. Sixteenth st.
Burton, Orre L.....	Central Ave.....	Kind'g Direct.	106 South Tenth st.
Bush, Ida J.....	Central Ave.....	Assistant	327 Summer ave.
Byrne, Mary B. C.....	Lawrence St.....	Assistant	52 E. Kinney st.
Büttner, Marie	High	{ H'd Germ'n Dept.	65 Orange rd., Mtclr.
Callahan, B. Theresa....	13th Ave.....	Assistant	277 High st.
Camden, Marian D.....	Burnet St. P....	V. Principal..	22 Central ave.
Campbell, Charlotte B...	North 7th St...	Assistant	Roseland, N. J.
Campbell, Maud P.....	Summer Ave. P.	H'd Assistant	6 Moen pl.
Canfield, Jennie B.....	Central Ave.....	1st Assistant.	27 Burnet st.
Carlisle, Anetta	Waverly Ave....	Assistant	51 Chadwick ave.
Carnahan, Jean P.....	Morton St.....	Assistant	21 Somerset st.
Carpenter, Harriet Pearl..	Normal & Train'g	T'ch'r of Th'ry	Stirling, N. J.
Carter, S. Fannie	Walnut St.....	Principal	38 Park st.
Case, Florence A.....	Monmouth St...	Assistant	518 Clinton ave.
Caspari, Mrs. Otilie....	High	Assistant	182 Main st., E. O.
Caufield, Agnes V.....	Hawkins St....	Kind'g Direct.	18 Tichenor st.
Caufield, Mary L.....	Cooking	Special	18 Tichenor st.
Chase, Mabel J.....	Assist't Drawing Supervisor	Special	Nutley, N. J.
Chatten, M. Elizabeth....	Bergen St.....	Assistant	479 Clinton ave.
Chatfield, Stella	Waverly Ave....	Assistant	77 Sussex ave., E. O.
Chitterling, Adele H....	Monmouth St...	Assistant	64 Park ave., Bloom'd
Chitterling, Emily B....	Monmouth St...	Assistant	64 Park ave., Bloom'd
Clark, Alice M.....	Burnet St.....	Assistant	303 Clifton ave.
Clark, Henrietta V.....	Ann St.....	Assistant	13 Clover st.
Clark, Mildred L.....	Chestnut St....	Assistant	54 Warren st.
Clark, S. Louise.....	Bergen St. G....	V. Principal..	11 Miller st.
Clarke, Agnes B.....	Hamburg Pl. P..	V. Principal..	112 Treacy ave.
Clarke, Lillian	Charlton St....	Assistant	218 Mt. Prospect ave.
Clarke, Phyllis E.....	Hawthorne Ave.	V. Principal..	100 Park st., Orange.
Clement, Abbie L.....	15th Ave.....	Assistant	79 Pennsylvania ave.
Clifford, Agnes L.....	South Market St.	Assistant	185 Parker st.
Coats, Harriet S.....	Chestnut St....	Assistant	53 Spruce st.
Cobb, Valina M.....	South 16th St...	Assistant	65 Clinton pl.
Coe, Cornelia S.....	Franklin	Assistant	46 Mt. Pleasant ave.
Coe, Jessie D.....	Newton St.....	1st Assistant.	Nutley N. J.
Coe, Jessie L.....	Hamburg Pl....	Assistant	46 Mt. Pleasant ave.
Cole, Florence A.....	Ann St.....	Assistant	119 New st.
Cole, Ina E.....	Monmouth St...	Assistant	24 Elwood ave.
Coleman, Mary A.....	Franklin	Assistant	203 Summer ave.
Coleman, Mary S.....	Sussex Ave.....	Kind'g Asst..	17 Roseville ave.
Collard, Thomas T.....	North 7th St...	Principal	280 Summer ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Combs, Vienna Y.....	Bruce St.....	Assistant	192 Roseville ave.
Comstock, Alice M.....	South 10th St...	Assistant	406 N. C't'd st., Belly.
Conant, S. Lorena	Bruce St.....	Kind'g Asst..	19 Lawn Ridge rd., O.
Condit, Ethel L.....	Abington Ave...	Assistant	Caldwell, N. J.
Cone, Anna G.....	Newton St.....	Assistant	237½ South 8th st.
Conger, Theodora	7th Ave.....	Assistant	51 N. Eleventh st.
Conklin, Mrs. Belle Henry	Morton St.....	Assistant	669 Hunterdon st.
Conkling, George	South St.....	Assistant	177 Clinton ave.
Connolly, Louise	Gen. Supervisor.	Special	18 Linden st.
Conover, Harriet R.....	Waverly Ave...	Kind'g Direct.	56 Park pl.
Conover, Margaret D.....	Lawrence St....	Assistant	56 Park pl.
Considine, Elizabeth A...	15th Ave.....	Assistant	305 Hudson st., H'b'k'n
Cook, Chas. H.....	Manual Training	Special	34 High st.
Cook, Mary S.....	Hawkins St....	Assistant	110 Halsey st.
Cooley, Grace E.....	High	Assistant	320 Clifton ave.
Cornwell, Gertie L.....	Washington St..	Assistant	76 Wickliffe st.
Corson, David B.....	Gen. Supervisor.	Special	775 Lake st.
Cory, Mrs. Catharine B...	James St. Indus.	Principal	43 Bleecker st.
Cottrell, Katherine	Burnet St.....	Assistant	17 Lombardy st.
Coult, Eliza A.....	Summer Ave....	1st Assistant.	58 Mt. Pleasant ave.
Coult, H. Margaret.....	High	H'd Eng. Dept.	58 Mt. Pleasant ave.
Courrier, Jane D.....	State St.....	H'd Assistant	47 State st.
Cowell, Maud M.....	Washington St..	Kind'g Direct.	50 Gray st.
Cox, Martin L.....	13th Ave.....	Principal	320 Clifton ave.
Crane, Elizabeth K.....	Morton St.....	Assistant	133 Milford ave.
Crane, Helen S.....	Washington St..	Assistant	133 Milford ave.
Crane, H. Louise	Charlton St....	Assistant	133 Milford ave.
Crane, Lunevra F.....	South 8th St....	Assistant	226 North Sixth st.
Crane, Mary E.....	Ann St.....	Kind'g Direct.	31 Brunswick st.
Crater, Mrs. Georgia B...	Lawrence St....	V. Principal..	24 Franklin st.
Crawford, Etta	Roseville Ave...	Kind'g Direct.	131 Maple av., E. O.
Crawford, Katharine M...	Hamburg Pl....	Assistant	111 Summer ave.
Cummins, Elizabeth	Hawkins St....	Assistant	560 Jersey ave., J. C.
Curtis, Annie E.....	South Market St.	Assistant	34 Evergreen pl., E. O.
Curtis, Clara I.....	Miller St.....	1st Assistant.	11 Parkhurst st.
Curtiss, Mabel J.....	Newton St.....	Kind'g Asst..	226 Riverside ave.
Dain, Lillian E.....	Monmouth St...	Assistant	23 Court st.
Daley, Katherine	South St.....	Assistant	513 Clinton ave.
Davies, Edith A.....	Hamburg Pl....	Assistant	204 Carroll st., Pat's'n
Davis, Addie E.....	Morton St.....	Assistant	58 Hillside ave.
Davis, Mrs. Alice C.....	Wickliffe St....	Assistant	384 Central ave.
Davis, Effa T.....	Ann St.....	Assistant	11 Washington st.
Davis, Helen R.....	South St.....	Assistant	138 Wh'tier st., R'hw'y
Dawson, Eloise	Bruce St.....	Assistant	459 High st.
Day, Annie C.....	Washington St..	Assistant	Clint'n av. & Clint'n pl.
Day, Margaret A.....	Washington St..	1st Assistant.	Clint'n av. & Clint'n pl.
Dean, G. Julia	Lafayette St. G.	V. Principal..	54 State st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Dean, Hester B.....	High	Clerk	256 North Seventh st.
Dean, Margaretta	Roseville Ave....	Assistant	256 North Seventh st.
Dean, M. Ida	Academy St. Ung.	Special	54 State st.
Dearie, Catharine S.....	State St.....	Kind'g Asst..	62 Fifth ave.
Dearie, Jean A.....	Camden St.....	Assistant	62 Fifth ave.
DeCamp, Marie L.....	William St.....	Kind'g Direct.	98 Bloomfield ave.
DeCamp, Maud R.....	Abington Ave....	Kind'g Asst..	352 Clifton ave.
De Garmo, Mary S.....	Central Ave....	Assistant	285 Clifton ave.
Deidrick, Anna R.....	South 8th St....	Assistant	321 South Tenth st.
Deidrick, Hortense	Manual Training	Special	321 South Tenth st.
Delaney, Margaret C.....	Ann St.....	Assistant	35 Read st.
Delaney, Maude M.....	Central Ave....	Assistant	312 High st.
Delaney, Regina C.....	Sussex Ave....	H'd Assistant	312 High st.
Delehanty, Mary A.....	18th Ave.....	Assistant	518 Clinton ave.
DeMott, Linda M.....	15th Ave.....	Assistant	204 Plane st.
Denning, Mrs. Jennie M.	Washington St..	Assistant	135 Monmouth st.
Dettmer, Juliet	Sussex Ave....	Assistant	46½ Third st.
DeWitt, Lydia A.....	Burnet St.....	Assistant	314 Summer ave.
Dey, Lurena	Newton St. P...	H'd Assistant	206 First st.
Dickerson, C. Virginia B.	South Market St.	Assistant	436 Summer ave.
Diefenthaler, Anna K....	Vailsburgh	Kind'g Asst..	298 S. Or. av., Vailsb.
Dill, Clara M.....	South 10th St...	Assistant	541 Orange st.
Disbrow, Florence W.....	Ridge St.....	Assistant	837 DeGraw ave.
Dixon, Jessie E.....	Monmouth St....	Kind'g Asst..	564 High st.
Dodd, Edna B.....	North 7th St....	Kind'g Direct.	177 North Ninth st.
Dodge, Ruth C.....	Burnet St.....	Assistant	137 Bloomfield ave.
Donald, Jessie	Newton St.....	Assistant	140 Summer ave.
Donnelly, Anna T.....	Central Ave....	1st Assistant.	331 Seventh ave.
Donnelly, Lillian F.....	South 8th St....	Assistant	27 S. Thirteenth st.
Donnelly, Mary M.....	T'cher of Sewing	Special	331 Seventh ave.
Donnigan, Katherine S. M.	Lafayette St....	Assistant	71 Liberty st.
Donovan, Lulu A.....	Bergen St.....	Assistant	15 Broad st.
Doolittle, Louise	Monmouth St....	Kind'g Direct.	Dunellen, N. J.
Doremus, Alberta R.....	Chestnut St....	1st Assistant.	47 Spruce st.
Doremus, Eliza C.....	Summer Pl....	Assistant	44 Second ave.
Doremus, Jessie K.....	Summer Ave....	Assistant	44 Second ave.
Dorrance, Mrs. Jennie M.	South St.....	Assistant	33 Orchard st.
Doty, Jessie T.....	13th Ave. P.....	V. Principal..	60 North Sixth st.
Dougall, Elizabeth W.....	High	H'd Assistant	208 South Sixth st.
Dougall, Mary A.....	South 8th St. G.	V. Principal..	208 South Sixth st.
Dougall, Wm. A.....	Monmouth St....	Principal	213 South Sixth st.
Dougherty, Florence M...	Franklin	Assistant	293 Clifton ave.
Dougherty, Henry J.....	18th Ave.....	Principal	70 Fourth ave.
Douglass, Lillian M.....	7th Ave.....	Assistant	81 Dow st., Belleville.
Dovell, Mrs. Josephine B.	Waverly Ave....	Assistant	139 Monmouth st.
Dowie, Jennie M.....	Lawrence St....	H'd Assistant	129 Lincoln ave.
Drake, Augusta V.....	Monmouth St....	Assistant	Woodbridge, N. J.
Drew, Minnie I.....	So. Market St. P.	V. Principal..	255 South Eighth st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Driscoll, Elizabeth V.....	Walnut St.....	Assistant	518 Clinton ave.
Drumm, M. Will.....	Manual Training	Special	402 Clinton ave.
Drummond, Adelaide	Roseville Ave....	Assistant	104 South Tenth st.
Drummond, Emma	South 8th St....	Kind'g Asst..	104 South Tenth st.
Drummond, Grace	Roseville Ave....	Assistant	104 South Tenth st.
Duff, Flora L.....	Sussex Ave.....	Assistant	95 Amherst st., E. O.
Duffy, Angela	Lafayette St....	Assistant	166 Plane st.
Duffy, Grace M.....	Morton St.....	Assistant	80 Wickliffe st.
Duncan, Lucy G.....	Newton St.....	Assistant	102 Elm st.
Dunham, Jean R.....	7th Ave.....	Assistant	247 Sixth ave.
Dunnell, Anna C.....	Morton St. P....	H'd Assistant	84 Linden ave., Blmf'd
Durand, S. Eveline	18th Ave.....	Assistant	424 Washington st.
Dusenberry, Emily T....	18th Ave.....	Assistant	86 Orchard st.
Eagles, Annie McLeod...	Central Ave.....	Assistant	273 High st.
Eagles, Jane E.....	Summer Ave....	Assistant	115 Montclair ave.
Earl, Florence A.....	Park Ave.....	Assistant	Conant st., Elizabeth
Eckoff, William J.....	South 16th St...	Principal	South Orange, N. J.
Edwards, Evan D.....	Vailsburgh	Principal	39 Columbia av., Vails.
Eggenberger, James	Sussex Ave.....	Principal	230 Fourth st.
Eichhorn, Ida	Com're St. Ung..	Assistant	187 Johnson ave.
Ellis, Griselda	Normal & Train'g	Mod'l & Critic	209 South Sixth st.
Ellis, Mame	South 10th St...	Assistant	128 Central ave.
Elston, Lois F.....	Newton St.....	Assistant	30 Avon ave., Irv'gt'n
Elterich, Dorothea	Abington Ave....	Assistant	Caldwell, N. J.
Enders, J. Virginia	Camden St.....	H'd Assistant	141 Bank st.
Ent, Minnie E.....	North 7th St....	Assistant	334 Roseville ave.
Estabrook, Lula B.....	Central Ave. G...	V. Principal..	636 Ocean ave., J. C.
Eunson, Sarah A.....	15th Ave.....	Assistant	283 South Seventh st.
Everding, Katherine A...	Ann St.....	Assistant	398 Clinton ave.
Everett, Caroline M.....	Oliver St.....	Kind'g Asst..	107 Court st.
Fahr, Jeannette C.....	Chestnut St....	Assistant	435 Plane st.
Fales, Frances	Washington St..	Assistant	1 Emmet st.
Fales, Gertrude I.....	18th Ave.....	Assistant	1 Emmet st.
Farmer, Florence V.....	Ridge St.....	V. Principal..	89 Fourth ave.
Farmer, Grace E.....	Burnet St.....	Kind'g Direct.	89 Fourth ave.
Farmer, Lottie M.....	13th Ave.....	Assistant	89 Fourth ave.
Fieg, Helen	Bergen St.....	Assistant	421 S. Fifteenth st.
Field, Josephine A.....	High	Assistant	269 W. 136th st., N. Y.
Fine, Carrie H.....	Central Ave.....	Assistant	63 North Eleventh st.
Finger, Martha E.....	Morton St.....	Assistant	21 Miller st.
Finn, Agnes C.....	Ann St.....	Assistant	117 Madison st.
Finter, Emma	Oliver St. P....	V. Principal..	39 Farley ave.
Fiske, Elizabeth F.....	Lafayette St....	Assistant	16 Grant st.
Fithian, Emma I.....	Camden St.....	Assistant	25 South 13th st.
Fitzgerald, Jennie B....	18th Ave.....	Assistant	182 Brunswick st.
Flanigan, Clara L.....	Webster St. Tr'g	Mod'l & Critic	79 Halsey st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Flavelle, O. Watson.....	Prospect Ave...	H'd Assistant	42 Walnut st.
Fletcher, Alice M.....	Elliot St. G.....	V. Principal..	183 Fairmount ave.
Foley, Mrs. Minnie L....	South Market St.	Assistant	38 Br'kside av., Irv'g'n
Force, Frances C.....	Camden St.....	Assistant	16 Thomas st.
Forker, M. Margery.....	Walnut St.....	Assistant	74 South 13th st.
Fornwalt, Beatrice	Charlton St.....	Assistant	137 Mt. Prospect ave.
Forshay, Mabel E.....	State St.....	Assistant	202 Broad st.
Fort, Fred W.....	Hamburg Pl....	Principal	33 South Tenth st.
Fort, Marion B.....	13th Ave.....	Assistant	33 South Tenth st.
Foster, Jeannette	Morton St.....	Assistant	111 Bloomfield ave.
Foxcroft, Jane I.....	State St.....	Assistant	13 Carteret st.
Freeland, Marietta H....	Morton St.....	Kind'g Direct.	282 Clifton ave.
Freeman, L. Edna.....	Oliver St.....	Assistant	81 New York ave.
Fretz, Thomas R.....	Burnet St.....	Principal	11 Roseville ave.
Frey, Clara L.....	North 7th St....	Assistant	75 North 15th st., E.O.
Fritts, Anna L.....	North 7th St....	Assistant	184 Fourth st.
Fritts, Mabel	Vailsburgh	Assistant	42 W. End av., Vails.
Frost, Sophie	Summer Pl.....	H'd Assistant	118 Chester ave.
Fuhlhage, Louise H.....	High	Assistant	95 Washington ave.
Furman, Edna M.....	North 7th St....	1st Assistant.	65 South Tenth st.
Fussell, Anna E.....	South 10th St..	Assistant	528 Broad st.
Gallagher, Elizabeth F...	Abington Ave...	Assistant	25 St. Luke's pl., Mont.
Gallagher, Margaret C...	South 16th St...	Assistant	34 Elizabeth ave.
Gamon, Hilda M. L.....	Central Ave.....	Assistant	74 South Thirteenth st.
Ganong, Lillian A.....	Morton St.....	Assistant	637 High st.
Garrabrant, Anna L.....	Franklin	1st Assistant.	29 North Ninth st.
Garrabrant, Elizabeth E...	High	Assistant	380 High st.
Garrison, Mildred P....	Bruce St.....	Assistant	153 Irv'gton av., S. O.
Gauch, Lizzie E.....	Elliot St.....	1st Assistant.	474 Mt. Prospect ave.
Geiger, Emma E.....	13th Ave.....	Assistant	27 Breintnall pl.
Gemar, Jennie A.....	Hamburg Pl....	1st Assistant.	203 Main st., E. O.
Geppert, Doris A.....	Wickliffe St....	Assistant	105 South Seventh st.
Geraghty, Linda M.....	Morton St. P...	H'd Assistant	23 Elizabeth ave.
Geraghty, Mary	Manual Training	Special	227 Mulberry st.
Gerhard, Catherine H....	Charlton St.....	Kind'g Asst..	110 Belmont ave.
Gibb, Eleanor M.....	Bruce St.....	Kind'g Direct.	208 North Seventh st.
Gibbs, John M.....	Abington Ave...	Principal	Spring Valley, N. Y.
Gibson, Hazel	Elliot St.....	Assistant	77 Washington ave.
Gillman, Elsie M.....	Monmouth St...	Kind'g Asst..	26 Spruce st., Blfd.
Gillott, Jessie	Central Ave.....	Assistant	1 Summit st.
Gillott, Mrs. M. Augusta.	South 8th St. P.	V. Principal..	1 Summit st.
Gilman, Frank G.....	High	H'd Assistant	774 Highland ave.
Gilmour, Katherine E....	Summer Ave....	Assistant	76 Beech st., Arlingt'n
Gleason, Charles H.....	Summer Ave....	Principal	555 Summer ave.
Gleason, Charles H., Jr..	Ann St.....	Principal	555 Summer ave.
Gleim, Lydia E.....	15th Ave.....	Assistant	203 Wall st., Vailsb.
Glover, Flora I.....	South Market St.	Assistant	47 South Eleventh st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Gogl, Claribel	Franklin	Assistant	187 Broad st.
Gogl, Emma L.	North 7th St.	Assistant	187 Broad st.
Gorman, Mrs. Mary E.	Com'rce St. Ung.	Special	260 Belleville ave.
Gould, Frances V.	South 8th St.	Assistant	50 Ninth ave.
Gould, Minnie D.	Roseville Ave.	Assistant	13 Myrtle ave.
Graham, Ada	Charlton St.	Assistant	293 Belmont ave.
Graham, Margaret D.	Chestnut St.	Kind'g Direct.	144 Ward st., Paters'n
Graves, J. Louise	Summer Pl.	Assistant	109 Oraton st.
Gray, Esther M.	Hawkins St.	Assistant	11 Washington st.
Gray, Florence H.	7th Ave.	Assistant	87 N. Fift'nth st., E. O.
Grice, Edith E.	North 7th St.	Assistant	6 Gouverneur st.
Grill, Caroline L.	Newton St.	Assistant	460 Summer ave.
Grimes, Mary	Elliot St.	Assistant	48 Lincoln ave.
Grook, Genevieve S.	High	Assistant	290 Clifton ave.
Guild, Mrs. Josephine R.	South 8th St.	Assistant	562 Warren st.
Haberle Nell M.	Newton St.	Assistant	12 Park pl., Orange.
Haddow, Agnes	Franklin	Assistant	121 Second ave.
Haddow, Elizabeth G.	Hamburg Pl.	Kind'g Direct.	121 Second ave.
Hagney, Augusta W.	Elizabeth Ave.	Assistant	31 Mulford ave.
Hagney, Emma U.	Miller St.	Assistant	31 Mulford ave.
Haines, Alice B.	South St.	Assistant	34 Franklin st.
Haines, Florence L.	{ Asst. Superv. }	Special	34 Franklin st.
	{ of Music. }		
Haines, Martha B.	So. Market St. P.	H'd Assistant	34 Franklin st.
Hall, Juliet N.	South St.	Assistant	168 Johnson ave.
Hallock, Virginia E.	Monmouth St.	Assistant	96 Orchard st.
Halsted, Claire	Sussex Ave.	Assistant	108 Arlg'ton ave., E. O.
Hamel, Eudora	Charlton St.	Assistant	276 Broad st.
Hamel, Georgiana	Webster St. Trg.	Mod'l & Critic	276 Broad st.
Hamilton, Gertrude A.	South 8th St.	Assistant	32 Maple av., Madis'n
Hamilton, Malia	Colored	Assistant	90 Court st.
Hampton, Belle	Newton St.	Assistant	351 Plane st.
Hand, Lydia W.	Morton St.	Assistant	100 Orange av., Irv'gn
Hanson, Frank H.	South Market St.	Principal	141 Heller Parkway.
Hardin, Elizabeth	High	Assistant	324 Belleville ave.
Haring, Frances M.	High	Assistant	174 Summer ave.
Haring, Georgia A.	7th Ave.	Kind'g Asst.	174 Summer ave.
Harlow, Julia A.	Roseville Ave.	Assistant	40a North Seventh st.
Harris, Adah Belle.	Washington St.	Assistant	135 Monmouth st.
Harris, Josephine	State St.	Assistant	24 Mt. Prospect pl.
Harrison, Harriet N.	Normal & Train'g	Mod'l & Critic	41 Gray st.
Harrison, Mary M.	South 10th St.	Assistant	Box 178, Mtclr., N. J.
Hartough, Sarah E.	Newton St.	Assistant	72 Ninth ave.
Hartstall, Rose	Hawkins St.	V. Principal ..	1076 Broad st.
Harvey, Elizabeth W.	South 10th St.	Assistant	7 Centre st.
Hasbrouck, Anna B.	Bergen St.	1st Assistant.	303 Clifton ave.
Hascall, Theodorus B.	High	Assistant	189 Broad st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Haselmayer, Jeannette L.	Morton St.	Assistant	87 Treacy ave.
Hatch, Annie W.	Charlton St.	Assistant	32 Astor st.
Hatch, William A.	Washington St. .	Assistant	50 Franklin st.
Haulenbeck, Caroline Y.	South 8th St.	Assistant	77 North Eleventh st.
Haughwout, Adelle	North 7th St.	1st Assistant.	1076 Broad st.
Hay, Harriet E.	Camden St.	Assistant	48 Gray st.
Hayden, Julia L.	Oliver St.	Assistant	69 Orchard st.
Healy, Ruth E.	Miller St.	1st Assistant.	70 Brunswick st.
Hedges, Mrs. Elizabeth A.	15th Ave.	Assistant	11 Park pl., Bldg.
Hegeman, Georgia	Charlton St.	Assistant	75 Avon ave.
Hegeman, Jeannette	Charlton St.	Assistant	75 Avon ave.
Heineken, William L.	Lafayette St.	Principal	113 Hillside ave.
Heist, Mabel R.	18th Ave.	Assistant	56 Elizabeth ave.
Hemmer, Tillie M.	7th Ave.	Assistant	21 Taylor st.
Henderson, Annie	Hamburg Pl. G.	H'd Assistant	36½ Fulton st.
Hennion, Mary P.	Summer Ave.	Assistant	331½ Belleville ave.
Henson, Ellen A.	Roseville Ave. . .	Assistant	165 North Sixth st.
Herbert, Agnes V.	Sussex Ave.	Assistant	204 North Ninth st.
Herbert, Helen M.	Morton St.	Assistant	204 North Ninth st.
Herbst, Helen	Webster St. Tr'g.	Mod'l & Critic	665 Hunterdon st.
Hervey, M. Leslie	South 16th St. . .	Kind'g Asst. .	128 Montclair ave.
Hetfield, Anna	15th Ave.	Assistant	70 Court st.
Hevey, Agnes B.	Franklin	Assistant	313 Belleville ave.
Hewitt, Margaret L.	High	Assistant	280 Garside st.
Hicks, Grace D.	Ann St.	Assistant	8 South Twelfth st.
Hill, J. F.	Manual Training	Special	284 Clifton ave.
Hill, Laura E.	Camden St.	Assistant	230 North Sixth st.
Hill, Lillie A.	Camden St.	Assistant	230 North Sixth st.
Hill, Madell	Summer Pl.	Assistant	166 Elwood ave.
Hill, Nellie	High	H'd Assistant	69 North Eleventh st.
Hilton, Mary L.	South 10th St. . .	1st Assistant.	247 South Eighth st.
Hirsch, Elsie H.	Central Ave. G.	H'd Assistant	6 Moen pl.
Hochkins, Carrie E.	15th Ave.	Assistant	253 South Eighth st.
Hockenbary, Mrs. Alberta	South Market St.	Assistant	95 John st., Belleville.
Hoenemann, Wilhelm B.	South 8th St.	Principal	288 South Seventh st.
Hoffman, Kathryn M. . . .	18th Ave.	Assistant	7 Emmet st.
Hogan, Maud G.	Warren St.	V. Principal..	55 Milford ave.
Hopkins, Emily K.	18th Ave.	Assistant	24 Broad st.
Holden, Robert W.	Park Ave.	H'd Assistant	624 High st.
Hollum, Margaret	Central Ave. P.	V. Principal..	175 James st.
Holmes, Alice M.	Summer Ave. . .	Assistant	469 Summer ave.
Hoppaugh, Abbie J.	Walnut St.	Assistant	29 Cottage st.
Hopper, Bessie L.	Summer Pl.	Kind'g Direct.	10 Elwood pl.
Hopper, Florence I.	Elliot St.	Assistant	42 Lincoln ave.
Hopping, Susie C.	Ann St.	V. Principal..	127 Elm st.
Horan, Margaret G.	Ann St.	Assistant	397 Market st.
Horn, Matilda	Peshine Ave.	V. Principal..	66 Sherman ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Horst, Bertha F.....	Bruce St.....	Assistant	102 North Seventh st.
Horter, Lena M.....	Waverly Ave....	Assistant	82 Treacy ave.
Hotchkiss, Daisy M.....	Charlton St.....	Kind'g Direct.	1076 Broad st.
Howard, Anna M.....	Hamburg Pl.....	Assistant	34 Mulberry st.
Howard, Marie N.....	Washington St..	Assistant	1122 Broad st.
Howell, Lydia E.....	Chestnut St. P..	V. Principal..	Gladstone, N. J.
Huff, Marjorie A.....	Monmouth St...	Assistant	312 Seventh ave.
Hutchings, Carrie C.....	Walnut St.....	H'd Assistant	16 Elm st.
Hutchings, Emma L.....	Newton St. P...	V. Principal..	South Orange, N. J.
Hutchinson, Myra I.....	South 16th St...	Assistant	54 Leslie st.
Hutchinson, Emeline M...	Vailsburgh	Assistant	82 Burnett st., Vails.
Hutman, Florence E.....	James St. Indus..	Assistant	127 East Kinney st.
Hymes, Sara L.....	South Market St.	Assistant	43 Clinton st.
Illiff, C. Blanche.....	Hamburg Pl.....	Assistant	81 Sherman ave.
Ingalsbe, Caroline A.....	18th Ave. P.....	V. Principal..	50 East Kinney st.
Irwin, Mary DeA.....	Vailsburgh	Assistant	139 Hollyw'd av., E.O.
Jackson, Anna A.....	Vailsburgh	Assistant	251 Fairmount ave.
Jackson, Mary G.....	Vailsburgh	Assistant	251 Fairmount ave.
Jacobs, Florence M.....	Warren St.....	Assistant	73 Bleecker st.
James, Lena J.....	Hawthorne Ave.	Assistant	54 Leslie st.
Jancovius, Grace E.....	15th Ave.....	Kind'g Asst..	237 Sixth ave.
Jenkinson, Harriet K.....	State St.....	Assistant	24 Baldwin st.
Jenks, Agnes M.....	Lafayette St....	Kind'g Asst..	30 Spruce st.
Jennings, Mary A.....	Abington Ave...	Assistant	303 Clifton ave.
Jerolamon, C. Grace.....	13th Ave.....	Assistant	Belleville, N. J.
Johnson, Caroline	18th Ave.....	Assistant	84 North Seventh st.
Johnson, Edna F.....	Chestnut St.....	Assistant	179 Washington st.
Johnson, Grace A.....	North 7th St....	Assistant	25½ So. Twelfth st.
Johnson, Mrs. M. Louisa..	James St. Indus.	Assistant	94 South Twelfth st.
Johnson, Nellie B.....	South 10th St...	Assistant	1103 Broad st.
Johnson, Wm. A.....	High	Assistant	275 Sixth ave.
Jones, Mrs. Helen F.....	Camden St.....	Assistant	270 Littleton ave.
Jones, Laura	Hamburg Pl.....	Assistant	204 New st.
Joralemon, Rachel K.....	Summer Ave. P.	V. Principal..	559 Summer ave.
Jupp, Sarah S. E.....	Chestnut St.....	Assistant	523 W'sh'gtn av., Bklyn
Kachline, Susan A.....	South 8th St....	1st Assistant.	1076 Broad st.
Kaiser, Carrie A.....	Camden St.....	Assistant	140 Fairmount ave.
Keene, Edna J.....	South Market St.	Assistant	51 Thirteenth ave.
Kelly, Catharine M. M...	Warren St.....	Assistant	334 Sussex ave.
Kempe, Augusta	Monmouth St...	Assistant	132½ Court st.
Kempf, Emily M.....	Normal & Train'g	Mod'l & Critic	112 Bleecker st.
Kennedy, J. Wilmer.....	Miller St.....	Principal	3 Emmet st.
Kennedy, Marion A.....	Waverly Ave....	Assistant	277 Belleville ave.
Kennedy, Thos. F.....	High	H'd Assistant	253 Grafton ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Kent, Mabelle E.....	Hawthorne Ave.	Assistant	513 Clinton ave.
Kerns, M. Lizzie.....	Burnet St.....	1st Assistant.	21 Halsey st.
Keyler, Lillian	Camden St.....	H'd Assistant	144 Camden st.
Kiesewetter, Dora	Charlton St.....	Kind'g Asst..	148 Monmouth st.
Kilpatrick, Jessie M.....	Morton St.....	Assistant	257 Mulberry st.
Kimball, Carrie A.....	Newton St.....	Assistant	179 Orchard st.
Kimball, Susie M.....	Monmouth St...	Assistant	47 Elizabeth ave.
King, Carolyn M.....	Roseville Ave...	Kind'g Asst..	81 South Tenth st.
Kingston, Emma A.....	Franklin P.....	V. Principal..	581 Summer ave.
Kinsey, Elizabeth D.....	13th Ave.....	1st Assistant.	50 Sherman ave.
Kirkpatrick, Mary D.....	Ann St.....	Assistant	100 Pacific st.
Kitchell, Agnes	Webster St.....	Principal	125 Broad st.
Kitchin, Jennie V.....	South 8th St...	Assistant	253 South Tenth st.
Klotz, Elizabeth D.....	South 10th St...	Assistant	26 State st.
Koehler, Lydia D.....	Morton St.....	Kind'g Asst..	30 Johnson ave.
Kohl, Elizabeth I.....	Vailsburgh	Assistant	199 Morris ave.
Koyt, Berta A.....	South 8th St...	Assistant	7 Austin st.
Kraemer, Delphine	Livingston St...	Assistant	301 Belmont ave.
Kraemer, Frieda	Monmouth St...	H'd Assistant	301 Belmont ave.
Kreiner, Lillian M.....	Normal & Train'g	Mod'l & Critic	62 Oriental st.
Kussy, Sarah	Camden St.....	Assistant	294 Springfield ave.
Lacey, Edna M.....	State St.....	Assistant	96 North Ninth st.
La Londe, Norma.....	Hawkins St.....	Assistant	110 Hamilton st., E.O.
Landes, Annie M.....	Hawkins St.....	Assistant	794 Parker st.
Landy, Alicia F.....	7th Ave.....	Assistant	309 Summer ave.
Landy, Anna F.....	7th Ave.....	Assistant	309 Summer ave.
Langlas, Carl F.....	High	Man'l Train'g	271 Parker st.
Law, Daisy M.....	Oliver St.....	Assistant	28 Marshall st.
Lawley, Margaret	Chestnut St.....	Assistant	287 North Seventh st.
Layton, Aletta M.....	Newton St.....	Assistant	56 Walnut st.
Leary, E. Theresa.....	Lawrence St.....	Assistant	83 Columbia st.
Leary, Grace M.....	Morton St.....	Assistant	83 Columbia st.
Lee, Agnes R.....	15th Ave.....	Assistant	406½ So. Orange ave.
Lehlbach, Mrs. Eliz. A.....	13th Ave.....	1st Assistant.	20 Nelson pl.
Levy, Clara	Wickliffe St....	Assistant	124 Wickliffe st.
Lewis, Clara H.....	Summer Ave.....	Assistant	414 Summer ave.
Leyden, Elizabeth	High	H'd Assistant	48 Mt. Pleasant ave.
Lieb, Augusta C.....	Ann St.....	Assistant	22 Chestnut st.
Lindeburg, Cora J.....	Charlton St.....	Assistant	80 Garside st.
Linsley, Josie	Franklin	Kind'g Direct.	Caldwell, N. J.
Linnett, Lillie M.....	Hawkins St.....	Assistant	509 Central ave.
Littell, Bessie M.....	Elliot St.....	1st Assistant.	636 Ridge st.
Littell, Eleanor A.....	Camden St.....	Assistant	67 Chester ave.
Littell, Elizabeth B.....	Walnut St.....	Kind'g Direct.	105 Gr'nw'd av., E. O.
Lombard, Mary G.....	Miller St.....	1st Assistant.	140 N. 17th st., E. O.
Long, Frank W.....	Manual Training	Special	116 Garside st.
Long, Jennie W.....	Charlton St.....	Assistant	Union, Union Co., N.J.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Longstreet, Mary J.....	Ann St.....	Assistant	59 Columbia st.
Lord, Nellie M.....	South Market St.	Assistant	277 Main st., Orange.
Lord, Rita E.....	Sussex Ave.....	Assistant	10 Gould ave.
Loweree, Edith M.....	Charlton St.....	Assistant	44 Watson ave., E. O.
Ludlow, L. Belle	Oliver St.....	Assistant	62 Monmouth st.
Lunger, Edith	Ridge St.....	Assistant	252 Mt. Pleasant ave.
Lunger, Emma F.....	South Market St.	Assistant	37 Burnet st.
Luther, Agnes V.....	Normal & Train'g	{ Teach'r of } { Theory. }	151 Scotland rd., S. O.
Lutz, M. Anna	William St.....	Assistant	249 North Sixth st.
Lyon, Mrs. Alberta H....	South 8th St....	Assistant	79 South Tenth st.
Lyon, Bertha P.....	Monmouth St....	Assistant	280 Broad st.
Lyon, Elsie	Hamburg Pl....	Kind'g Asst..	33 Park st.
Lyon, Lorena A.....	Central Ave.....	Assistant	27 Homestead Park.
MacDevitt, Marguerite M.	15th Ave.....	Assistant	Roselle, N. J.
MacDevitt, Mary E.....	18th Ave.....	Assistant	Roselle, N. J.
MacGowan, Jessie E....	Washington St..	Assistant	23 Elizabeth ave.
MacGowan, Marietta ..	Morton St.....	Assistant	23 Elizabeth ave.
Maclay, Mary E.....	Oliver St.....	Assistant	312 Summer ave.
Maclure, David	Chestnut St....	Principal	49 Farley ave.
Madden, Alice S.....	Franklin	Assistant	176 Garside st.
Mahan, Mary	7th Ave.....	Assistant	153 Bleecker st.
Mains, J. Elmina	South 10th St..	Assistant	178 Fourth st.
Mandeville, Julia R....	18th Ave.....	Assistant	158 North Eleventh st.
Mangold, Martha	Newton St.....	Assistant	109 N. Seventh st.
Mann, Nellie L.....	Burnet St.....	Assistant	39 N. Ninth st.
Manness, S. Ervin.....	Waverly Ave....	Principal	625 Mt. Prospect ave.
Marsh, Jessie B.....	Waverly Ave....	H'd Assistant	37 Elizabeth ave.
Martin, Isadora S.....	South Market St.	Kind'g Direct.	5 Warren st.
Martin, Katharine B....	Bergen St.....	Assistant	65 Clinton pl.
Martin, Louise M.....	Hawthorne Ave.	Assistant	65 Clinton pl.
Martin, May Axford....	Oliver St.....	Assistant	134 Monmouth st.
Martin, S. May.....	Bruce St.....	V. Principal..	77 Burnett st., E. O.
Mathews, Byron C.....	High	H'd Assistant	222 S. Clinton st., E. O.
Mathews, Olive A.....	Colored	Assistant	192 Charlton st.
May, Mona M.....	North 7th St. P.	V. Principal..	55 Ninth ave.
McCallig, Anna T.....	Lawrence St....	Assistant	110 Hamilt'n st., E. O.
McClelland, Annie H....	South 10th St..	1st Assistant.	163 Fairmount ave.
McClelland, Helena	15th Ave.....	Assistant	163 Fairmount ave.
McClelland, Thos. K., Jr.	Morton St.....	1st Assistant.	163 Fairmount ave.
McCloskey, Margaret ...	Gen. Supervisor.	Special	40 Park pl.
McClure, Joanna M.....	13th Ave.....	Assistant	348 Thirteenth ave.
McClure, Rebecca	Newton St.....	1st Assistant.	348 Thirteenth ave.
McCrea, Edith A.....	Morton St.....	Assistant	59 Thirteenth ave.
McDonald, Katherine ...	Burnet St.....	Assistant	131 Plane st.
McDonald, Mary	State St.....	Assistant	368 New st.
McDonald, Sarah E.....	South 8th St....	Assistant	11 Milton st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
McDowell, Sallie G.....	Waverly Ave....	Assistant	46 Hillside pl.
McIntyre, Adelina	Colored	Assistant	69 Plane st.
McIntyre, Stella E.....	State St.....	Kind'g Direct.	254 Mt. Pleasant ave.
McKay, Harriet E.....	South 16th St...	Assistant	276 So. Orange ave.
McKee, Jane E.....	South 16th St...	V. Principal..	12 Beech st., Arl'gt'n
McKinney, C. Edward, Jr.	High	Man'l Train'g	123 Third ave.
McLaughlin, Nellie	Hawkins St.....	Assistant	57 South Twelfth st.
McLaury, John C.....	7th Ave.....	Principal	42 S. Maple ave., E.O.
McLaury, Madge L.....	Waverly Ave....	Assistant	42 S. Maple ave., E.O.
McNamara, Evelyn V....	Washington St..	Assistant	126 Baldwin st.
McNeill, Mary A.....	Abington Ave....	Assistant	245 North Sixth st.
McVey, Eva C.....	South St.....	Assistant	120 Orchard st.
McVey, Louise G.....	Miller St.....	Assistant	120 Orchard st.
McWhood, Virginia L...	Morton St.....	Assistant	213 North Sixth st.
Meeker, Sarah L.....	Lafayette St....	Assistant	7 Sherman ave.
Melick, Evangeline	Monmouth St...	Assistant	223 Clifton ave.
Memmott, Charlotte B...	Waverly Ave....	V. Principal..	120 South Ninth st.
Mendel, Clara S.....	13th Ave.....	Assistant	424 High st.
Mentz, Grace L.....	South 16th St...	Assistant	25 Leslie st.
Mercy, Emilie A.....	Bergen St.....	Assistant	257 Garside st.
Mergott, Lulu F.....	Bergen St.....	Assistant	159 Fairmount ave.
Merry, Grace	Webster St. Tr'g	Mod'l & Critic	19 Lombardy st.
Merry, Sara E.....	Burnet St.....	Assistant	19 Lombardy st.
Mezger, Robert	High	Head French Dept.	155 Delavan ave.
Mikels, Jessie B.....	Franklin	1st Assistant.	230 Garside st.
Millen, Emma	South 8th St....	Assistant	220 Garside st.
Miller, Adelaide D.....	13th Ave.....	Assistant	137 Bank st.
Miller, Caroline D.....	Washington St..	Assistant	137 Bank st.
Miller, Delia	Franklin	Assistant	237 Clifton ave.
Miller, Mattie M.....	Walnut St.....	Assistant	44 Gould ave.
Miller, Ruth	Franklin	Assistant	237 Clifton ave.
Milliman, Nellie G.....	Waverly Ave....	Assistant	130 South Tenth st.
Mills, Lydia A.....	Lafayette St....	Assistant	20 Poinier st.
Milton, Eva	Vailsburgh	Assistant	86 Burnett st., Vails.
Miner, Benjamin C.....	Hawthorne Ave.	Principal	27 Homestead Park.
Minion, Marie E.....	Commerce St...	Assistant	388 Main st., Belleville
Mintz, Dorothy	Hawthorne Ave.	Assistant	866 So. Fifteenth st.
Mintz, Fannie S.....	Livingston St...	Assistant	866 So. Fifteenth st.
Mizer, Eleanor E.....	Abington Ave....	Assistant	103 Mt. Prospect ave.
Mock, Clara E.....	Morton St.....	Assistant	27 Hill st.
Mock, Kate E.....	13th Ave. G.....	V. Principal..	27 Hill st.
Moffat, Mrs. Ada T.....	Hawthorne Ave.	Assistant	22 Millington ave.
Mohair, Anna B.....	Bergen St.....	1st Assistant.	34 Elizabeth ave.
Monaghan, Bartholomew F.	Hawkins St.....	Principal	349 So. Eleventh st.
Moore, Carrie L.....	Franklin	Kind'g Asst..	44 Rowland st.
Moore, Elizabeth	Newton St.....	Assistant	96 Sherman ave.
Moore, Elizabeth N.....	Hamburg Pl....	Assistant	41 Essex st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Moore, Ellen L.....	State St.....	Assistant	87 Third ave.
Moore, Hannah	Lafayette St. G....	H'd Assistant	118 Miller st.
Moore, Harriet	Miller St.....	1st Assistant.	93 Astor st.
Moore, M. Alice	Miller St.....	Assistant	325 Summer ave.
Moore, Maud	Miller St.....	Assistant	93 Astor st.
Moore, Sarah C.....	Oliver St.....	Assistant	41 Essex st.
More, Mary B.....	Bruce St.....	Assistant	Burnett st., Maplew'd
Morehouse, Carrie E....	Elizabeth Ave....	Assistant	70 Murray st.
Morgan, Emma	Newton St.....	1st Assistant.	18 Mercer st.
Morgan, William L.....	High	Head Latin & Greek Dept.	106 Chester ave.
Morris, Laura B.....	13th Ave.....	Kind'g Direct.	209 Broad st.
Morris, Sara W.....	Ann St.....	H'd Assistant	9 Napoleon st.
Morrison, Bessie	Lafayette St....	Assistant	33 Franklin st.
Morrison, Katharine	Warren St.....	Assistant	33 Franklin st.
Morrow, Blanche C.....	Bergen St.....	Kind'g Asst..	58 Ingraham pl.
Morton, Henrietta V....	18th Ave.....	Kind'g Asst..	31½ Avon ave.
Moynihan, Mary C.....	South St.....	Assistant	56 Clinton ave.
Mulford, May	Morton St.....	Assistant	62 Plane st.
Mulford, Wilma	Charlton St....	Assistant	141 W. Kinney st.
Mullison, Harriet W....	7th Ave.....	Assistant	145½ Elizabeth ave.
Mundy, Caroline	High	Assistant	287 North Sixth st.
Mundy, Jeannette J....	Miller St.....	Assistant	41 Stratford pl.
Munn, Mary V. A.....	Elliot St.....	Assistant	147 Stephen st., Bellv.
Murphy, Clara	Hamburg Pl....	Assistant	200 Elm st.
Murphy, Eliza	Summer Ave. G....	V. Principal..	377 Summer ave.
Myer, Eva	State St.....	V. Principal..	342 Roseville ave.
Myers, Henrietta	South 10th St...	Assistant	138 Fairmount ave.
Navatier, Theresa C....	Charlton St....	Assistant	12 Mulford st., E. O.
Nebinger, Mary G.....	Chestnut St. P...	V. Principal..	504A Washington st.
Negles, Anna M.....	South Market St.	Assistant	298 South Ninth st.
Nettleton, Harriet A....	Hamburg Pl....	Assistant	48 Mt. Pleasant ave.
Newbury, Helen N.....	Monmouth St...	Assistant	8 Grove pl., E. O.
Nichols, Mary W.....	High	Assistant	315 Summer ave.
Nicklas, Peter	High	Assistant	257 Parker st.
Nicoll, Daisy O.....	William St.....	Assistant	289 High st.
Noble, Josephine L.....	Sussex Ave....	Assistant	336 Seventh ave.
Noon, Philo G.....	So. Market St. G.	V. Principal..	32 Taylor st.
O'Connor, Florence E....	Hawkins St....	Assistant	215 Washington st.
O'Connor, Helen A.....	7th Ave.....	Assistant	258 High st.
O'Connor, Mary N.....	Peshine Ave....	Assistant	91 Congress st.
Ohr, Amelia C.....	South 10th St...	Assistant	433 So. Twelfth st.
Olds, Almeda M.....	Washington St...	Assistant	25 Walnut st.
O'Rourke, Mary A.....	Central Ave....	Assistant	45 Burnet st.
Osborn, Maude A.....	South St.....	Kind'g Asst..	484 Clinton ave.
Ostrander, Katharine V..	Ann St.....	Assistant	7 Sherman ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Oswell, Katharine F.	Bruce St.	Assistant	459 High st.
Overgne, Louise C.	Livingston St.	Assistant	20 Miller st.
Overgne, M. Theresa	Monmouth St.	Assistant	20 Miller st.
Paddock, Alice M.	Newton St.	Assistant	277 Belleville ave.
Paddock, Carmilla	Waverly Ave.	Assistant	277 Belleville ave.
Parker, Mary M.	South St.	Assistant	121 South Ninth st.
Parmalee, Laura M.	Chestnut St.	Assistant	391 William st., E. O.
Parmly, Maude	Washington St.	Assistant	161 Roseville ave.
Patrick, Augusta L.	High	Phys. Culture	47 S. F'l'n av., Mtclr.
Patrick, Elizabeth	Burnet St.	Assistant	17 Warwick st.
Patterson, Edith F.	Hamburg Pl.	Assistant	1072 Ave C, Bayonne
Pauley, Caroline M.	Vailsburgh	Assistant	11 W. End av., Vails.
Peal, Amelia E.	13th Ave.	Assistant	43 Ingraham pl.
Pearson, Nelle G.	Sussex Ave.	Assistant	42 Myrtle ave.
Pease, Henry F.	Manual Training	Special	14 Schley st.
Peck, Adelaide	Miller St. G.	V. Principal.	122 Brunswick st.
Peer, E. Jane	18th Ave.	1st Assistant.	7 Emmet st.
Perry, Alice B.	Manual Training	Special	40 South Tenth st.
Perry, Mabel E.	South 8th St.	Assistant	109 South Eleventh st.
Perry, Mary E.	Wickliffe St.	Kind'g Asst.	17 Glen'w'd ave., E. O.
Peters, Minnie L.	Franklin	Assistant	278 Summer ave.
Pfeifer, Pearl G. M.	Morton St.	Kind'g Asst.	45 Congress st.
Philip, Mrs. Josephine L.	Waverly Ave.	Assistant	133 Somerset st.
Phillips, Charlotte T.	South St.	Assistant	40 Camp st.
Phillips, Florence L.	South 8th St.	Kind'g Direct.	251 North Sixth st.
Pickwick, Eli, Jr.	Dir. Man. Tr'g.	Special	261 North Sixth st.
Pierce, Antinette R.	Miller St.	Assistant	17 Sherman ave.
Pierce, Minnie R.	Morton St.	Assistant	202 Clinton ave.
Piercy, Edith M.	Chestnut St.	Assistant	1076 Broad st.
Pierson, Eliza H.	Lawrence St.	Assistant	221 Mulberry st.
Pinckney, Bess L.	Charlton St.	Assistant	402 Clinton ave.
Pinkham, George Ripley.	South St.	Principal	1076 Broad st.
Plume, Matilda A.	Newton St.	Kind'g Direct.	120 Prospect st., E. O.
Pomeroy, Rosamond	Camden St.	Kind'g Direct.	45 Roseville ave.
Poortman, Amelia	Waverly Ave.	Assistant	120 Wright st.
Porsch, Marie	South 10th St.	Assistant	463 S. Fifteenth st.
Porter, Helen L.	Charlton St.	Assistant	46 Murray st.
Postill, A. Blanche	7th Ave.	Assistant	48 North Sixth st.
Potter, S. Emily.	Washington St. P.	V. Principal.	51 Washington ave.
Preston, L. Alice.	Newton St.	Assistant	9 Orchard st.
Preston, Mary L.	Elliot St.	Assistant	12 Centre st.
Price, Lillian L.	Normal & Train'g	General Asst.	54 Leslie st.
Price, Mary H.	High	Assistant	16 Taylor st.
Pulham, Sara E.	7th Ave.	Kind'g Asst.	71 Wakeman ave.
Pullin, Charlotte I.	High	Assistant	28 Lemon st.
Pullin, Elsie	Lawrence St.	Assistant	227 North Sixth st.
Pullin, Jeanette	Hamburg Pl.	Assistant	227 North Sixth st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Pursell, Edith Y.....	Abington Ave...	Assistant	33 Gates ave., Mtlr.
Putnam, Adelaide G.....	Newton St.....	Assistant	66 Oriental st.
Quinby, Anna W.....	Camden St.....	H'd Assistant	80 Columbia st.
Quinn, Katharine E.....	Bergen St.....	Assistant	74 Thirteenth ave.
Quittner, Elsbeth M. S....	15th Ave.....	Assistant	642 South 10th st.
Randolph, Corliss F.....	15th Ave.....	Principal	185 North Ninth st.
Rauch, Alpha J.....	Waverly Ave.....	Assistant	179 Fairmount ave.
Rauch, Othelia M.....	Morton St.....	Kind'g Asst..	262 Littleton ave.
Reardon, Joanna A. F....	Morton St.....	Assistant	14 Nelson pl.
Reeve, Ella A.....	Hamburg Pl....	Assistant	85 Broad st.
Reeve, M. Emma.....	Burnet St.....	Assistant	9 Linden st.
Reeve, Virginia R.....	13th Ave.....	Assistant	156 Plane st.
Reeves, Florence M.....	Morton St.....	Assistant	88 Wright st.
Reuck, Edith H.....	Bergen St. P....	V. Principal..	63 South Tenth st.
Reuck, S. Alberta.....	Charlton St.....	V. Principal..	63 South Tenth st.
Richards, Lucy A.....	Elliot St.....	Assistant	464 Summer ave.
Richards, Mary E.....	Hamburg Pl....	Assistant	41 Essex st.
Richards, Mary H.....	High	Assistant	464 Summer ave.
Richardson, Florence....	Elliot St.....	Assistant	299 Washington ave.
Riley, Clara R.....	Abington Ave...	Assistant	103 Bloomfield ave.
Rinck, Daisybelle F.....	Miller St.....	Assistant	127 Quitman st.
Rink, May R.....	Bruce St.....	Assistant	108 Third st.
Riordan, Margaret C.....	Camden St.....	Assistant	333 New st.
Roalefs, Lavinia.....	18th Ave.....	Assistant	138 Fourth ave.
Robertson, Jennie M.....	Charlton St.....	Assistant	21 Hill st.
Robinson, Ida S.....	Morton St.....	Assistant	211 Hunterdon st.
Robinson, Violet C.....	Elliot St.....	Kind'g Asst..	10 Second ave.
Roche, Kate.....	Oliver St.....	Assistant	39 Chestnut st.
Roll, Mabel E.....	South 8th St....	Assistant	79 Bleecker st.
Romaine, Mary E.....	Elizabeth Ave...	Principal	23 Chestnut st.
Romer, Caroline S.....	High	Assistant	154 Second ave.
Romer, Clara E.....	Franklin G.....	V. Principal..	154 Second ave.
Romer, Maud E.....	Bruce St.....	Assistant	25 Walnut st.
Rose, L. Hilda.....	Livingston St....	Assistant	69 Hedden ter.
Ross, Pauline R.....	South 8th St....	Assistant	96 South Tenth st.
Rothery, Mrs. Aglae L....	Normal & Train'g	Mod'l & Critic	353 North Seventh st.
Rounds, Myrtle M.....	18th Ave.....	1st Assistant.	24 Broad st.
Rowden, Phoebe J.....	Manual Training	Special	369, Washington st.
Rudd, Annie C.....	Summer Ave....	Assistant	114 Summer ave.
Rudd, Katherine E.....	High	Librarian	114 Summer ave.
Rueff, Mabel L.....	Waverly Ave...	Assistant	822 Ridge st.
Runyon, Edna L.....	Oliver St.....	Assistant	242 East Kinney st.
Rusling, M. Louise.....	Summer Ave....	Kind'g Direct.	173 Mt. Pleasant ave.
Russell, Josephine F.....	Elliot St.....	Assistant	248 Summer ave.
Russell, Sadie G.....	Hamburg Pl....	Assistant	97 South Seventh st.
Ryer, Gertrude E.....	Newton St.....	Assistant	201 Clifton ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Safford, Charles L.....	High	Assistant	202 W. 78th st., N. Y.
Sandford, Viola L.....	Burnet St.....	Kind'g Asst..	12 Eagles st.
Sandy, William C.....	High	H'd Com. Dpt.	262 North Sixth st.
Sargeant, Ada E.....	Franklin P.....	H'd Assistant	172 Garside st.
Savacool, Emma	Ridge St.....	Assistant	51 Woodside ave.
Sayre, Ann E.....	Warren St.....	Principal	368 Bank st.
Sayre, Laura B.....	Camden St.....	V. Principal..	91 Sussex ave., E. O.
Sayre, Mrs. Laura H.....	Lawrence St.....	Assistant	2 Lombardy st.
Scarlett, Anna	Bruce St.....	Assistant	56 South Eleventh st.
Scarlett, Sarah B.....	Roseville Ave...	Principal	56 South Eleventh st.
Schaefer, Alice R.....	Chestnut St.....	Assistant	96 Clinton ave.
Schaefer, Anna G.....	South 10th St...	Assistant	53 Col'bia ave., Vails.
Schenck, Bessie C.....	South 8th St...	Assistant	577 Warren st.
Schenck, Ethel	Lafayette St....	Kind'g Direct.	446 Ellison st., Pats'n.
Schenck, Hattie O.....	High	Assistant	242 Clifton ave.
Schenck, Sarah H.....	18th Ave.....	Assistant	244 Belleville ave.
Schieck, Carrie D.....	15th Ave.....	Assistant	94 State st.
Schmidt, Karl G.....	Charlton St.....	Assistant	158 Chadwick ave.
Schomp, Ella T. E.....	Vailsburgh	Assistant	42 W. End av., Vails.
Schoonmaker, Stella	Burnet St.....	Assistant	344 Belleville ave.
Schulte, Otto H.....	Morton St.....	Principal	111 Halsey st.
Schultz, Clara T.....	Oliver St.....	Assistant	243 Walnut st.
Schulz, Stephanie M.....	Waverly Ave....	Kind'g Asst..	218 South Sixth st.
Schwartz, Jennie A.....	Central Ave....	Assistant	38 Sussex ave.
Schwitzgable, Amelia	Charlton St.....	Assistant	41 Nairn pl.
Seidl, Bertha	Camden St.....	Assistant	411 South Eighth st.
Seidler, Louise G.....	Lafayette St....	Assistant	82 Pacific st.
Sexton, E. K.....	Central Ave....	Principal	103 South Eleventh st.
Shäffer, Charles Grant...	Elliot St.....	Principal	18 Hedden ter.
Shaffer, Walter W.....	Camden St.....	Principal	290 Summer ave.
Shepard, Clara A.....	High	Assistant	46 Prospect st., E. O.
Shepard, Edwin	Oliver St.....	Principal	25 Osborn ter.
Sheridan, Edith M.....	Sussex Ave....	Assistant	71 Smith st., Vails.
Sherk, Daisy	18th Ave.....	Assistant	25 Lemon st.
Sherman, Angerona M.....	13th Ave.....	Assistant	159 Littleton ave.
Sherman, Fanny I.....	Chestnut St....	Assistant	1076 Broad st.
Sherwood, Florence D...	Oliver St.....	Assistant	10 Fairview ave., O'ge
Simon, Rae	7th Ave.....	Assistant	170 Bank st.
Simpson, Amy	Franklin	1st Assistant.	42 Mt. Pleasant ave.
Sinclair, Bessie B.....	Elliot St.....	Assistant	62 Taylor st.
Sinnott, Teresa M.....	Ann St.....	Assistant	130 New York ave.
Skidmore, Theodora	High	Assistant	266 Parker st.
Skinner, Helena M.....	Commerce St...	Kind'g Asst..	402 Plane st.
Skinner, M. Adaline.....	South 10th St...	Assistant	205 Walnut st.
Sloan, Mrs. Grace R.....	South St.....	Assistant	459 High st.
Slocum, Chas. W.....	Teacher of Writ'g	Special	113 Third ave.
Smalley, Flora E.....	Newton St.....	Assistant	70 North Seventh st.
Smith, Agnes H.....	South 10th St...	Assistant	15 Miller st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Smith, Mrs. Alyda J.....	Charlton St.....	Assistant	53 Crawford st.
Smith, Mrs. C. L. D.....	So. 10th St. G...	V. Principal..	144 Monmouth st.
Smith, Elsie E.....	7th Ave.....	Kind'g Asst..	Maplewood, N. J.
Smith, Emma J.....	Chestnut St. G...	V. Principal..	55 Emmet st.
Smith, Mrs. Fannie W...	Newton St. G...	V. Principal..	258 Sixth ave.
Smith, Georgia T.....	Vailsburgh	Assistant	86 Burnett st., Vails.
Smith, H. Isabel.....	Franklin	Assistant	289 Broad st.
Smith, Ida E.....	William St.....	V. Principal..	107 Thirteenth ave.
Smith, Ida M.....	Normal & Train'g	Mod'l & Critic	334 High st.
Smith, Josephine M.....	Franklin	Assistant	165 Fourth ave.
Smith, Kathryn L.....	15th Ave.....	Kind'g Asst..	337 Park ave.
Smith, Laetitia B.....	15th Ave.....	Assistant	259 Jelliff ave.
Smith, Leona C.....	Chestnut St.....	Assistant	44 Tichenor st.
Smith, Martha E.....	Abington Ave...	V. Principal..	303 Clifton ave.
Smith, Miriam A.....	High	Assistant	378 High st.
Snodgrass, Gertrude ...	High	Assistant	276 Sixth ave.
Snyder, Mary A.....	South St.....	Assistant	176 Holmes st., Bellv.
Solliday, Ida M.....	Charlton St.....	Assistant	264 North Sixth st.
Sommer, Etta M.....	South 16th St..	Assistant	736 Clinton ave.
Sondheim, Ray	Washington St..	Assistant	130 Orchard st.
Sondheim, Sophie	South 10th St...	Assistant	130 Orchard st.
Sonn, Elizabeth	Newton St.....	Assistant	285 Belleville ave.
Sonn, George C.....	High	Head Physical Science Dept.	285 Belleville ave.
Sonn, Lydia K.....	Manual Training	Special	71 Belleville ave.
Spaeth, J. Belle	Abington Ave...	Kind'g Direct.	29 Orleans st.
Spann, Carrie	Bruce St.....	Assistant	317 Morris ave.
Spawn, Mrs. Sophie.....	Bergen St.....	Assistant	61 Wallace st.
Speer, Agnes C.....	Morton St.....	Assistant	10 Homestead Park.
Speer, Matilda J.....	18th Ave.....	1st Assistant.	10 Homestead Park.
Spencer, Mary B.....	18th Ave.....	Assistant	51 Chester ave.
Squire, M. Irene.....	Newton St.....	Assistant	26 Nelson pl.
Stansbury, Josephine A..	Oliver St.....	Kind'g Direct.	14 Marshall st.
Stansbury, Mrs. Lydia D.	Ann St.....	Assistant	53 Nichols st.
Starbird, Sara H.....	18th Ave.....	Assistant	109 Bloomfield ave.
Starr, Irene E.....	South Market St.	Assistant	115 Harris'n st., Blmfd
Stearns, Wayland E.....	High	Principal	63 Lincoln ave.
Steele, Fannie	Oliver St.....	1st Assistant.	128 Monmouth st.
Steele, Susie	Oliver St. G....	V. Principal..	128 Monmouth st.
Steinhardt, Ray R.....	Livingston St..	Assistant	66 Morton st.
Stephens, Carrie V.....	Superv. Teacher of Sewing.	Special	18 Linden st.
Stevens, M. Leonora	Camden St.....	Assistant	410 Plane st.
Stewart, Anna B.....	15th Ave.....	Kind'g Direct.	94 North Seventh st.
Stewart, Mrs. Annie L...	Warren St.....	Assistant	153½ Third st.
Stickney, M. Ada	Morton St.....	Assistant	140 Wickliffe st.
Stohr, Nathalie L.....	North 7th St...	Kind'g Direct.	25 Hillside av., Gl.Rdg.
Stone, George W.....	High	Assistant	61 Lincoln ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Stringer, Elizabeth M....	Washington St..	Assistant	51 Avon ave.
Struble, Eva E.....	Drawing Superv.	Special	199 Broad st.
Sturgis, Emma M.....	7th Ave.....	V. Principal..	107 Summit st.
Sullivan, Irene B.....	Livingston St...	Assistant	15 Miller st.
Sutton, Bertha M.....	Camden St.....	Assistant	104 Orchard st.
Swain, Mrs. Marie F....	Morton St.....	Assistant	121 Chadwick ave.
Sweasy, M. Augusta....	Wickliffe St....	V. Principal..	258 Sixth ave.
Swett, L. Ethel.....	High	Assistant	57 Rossm'repl., Bell've
Sylvester, Susan E.....	7th Ave.....	Assistant	260½ No. Seventh st.
Symons, Evelyn S.....	Oliver St.....	Assistant	9 Miller st.
Taft, Grace R.....	Walnut St.....	Assistant	76 Cottage st., J. C.
Tansey, Sara E.....	Warren St.....	Assistant	161 South Eleventh st.
Taylor, Arthur V.....	High	H'd Assistant	255 North Sixth st.
Taylor, Fannie	Livingston St...	Assistant	104 Bloomfield ave.
Taylor, Florence	South 8th St...	Assistant	52 Roseville ave.
Taylor, Laura M.....	Bergen St.....	Assistant	12 Centre st.
Taylor, Mary A.....	Hawkins St.....	Assistant	56 Elizabeth ave.
Taylor, Sarah G. A.....	Morton St. G...	V. Principal..	34 Elizabeth ave.
Teed, M. Elizabeth.....	South 10th St...	Assistant	80 Park pl.
Teeling, Regina C.....	Central Ave.....	Assistant	140 Garside st.
Telfer, Elizabeth T.....	Charlton St.....	H'd Assistant	18 High st.
Tennyson, Mrs Helen H.	Charlton St.....	Assistant	63 Sherman ave.
Terwilliger, Joseph L....	Newton St.....	Principal	194 South Sixth st.
Terwilliger, L. Ethel....	13th Ave.....	Assistant	294 Fifth ave.
Thacher, C. S.....	High	Head of Math. Dept.	362 Clifton ave.
Thielman, Sophia M....	Newton St.....	Assistant	82 Springfield ave.
Thomas, Emily B.....	Colored	Assistant	23 Orleans st.
Thompson, Alice M.....	North 7th St...	Assistant	334 Roseville ave.
Thompson, Emma	Summer Pl.....	Assistant	253 Clifton ave.
Thompson, Hattie	18th Ave.....	Assistant	250 Clinton ave.
Thompson, Marion	15th Ave.....	Assistant	67 Orchard st.
Thompson, Nellie	Morton St.....	Assistant	373 Morris ave.
Thompson, Nellie B....	Washington St...	1st Assistant	250 Clinton ave.
Thurber, Harriet L.....	Commerce St...	Kind'g Direct.	55 Pennington st.
Tidey, Laura E.....	Ann St.....	Assistant	691 Ridge st.
Tillard, Albertina G....	Roseville Ave...	Assistant	253 Roseville ave.
Tillou, Alice	Camden St.....	Kind'g Asst..	Lyons Farms, N. J.
Titus, Ida M.....	North 7th St. P.	H'd Assistant	176 North Seventh st.
Titus, Lillian D.....	Sussex Ave.....	Assistant	55 South Tenth st.
Tobey, Carrie E.....	Webster St. Tr'g.	Mod'l & Critic	207 Summer ave.
Todd, Marguerite B.....	Manual Training	Special	Orange, N. J.
Tompkins, Mrs Anna M.	15th Ave.....	Assistant	246 Clifton ave.
Tompkins, Nanna M.....	Hamburg Pl...	Assistant	21 Hill st.
Topping, May L.....	Charlton St.....	Kind'g Asst..	720 DeGraw ave.
Townley, Elizabeth M....	Charlton St.....	Assistant	36 Emmet st.
Townley, Flora D.....	Miller St.....	Kind'g Direct.	116 Pennsylvania ave.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Travis, Anna N.....	Vailsburgh	Assistant	234 Centre st., Or'ge.
Triess, B. W.....	High	Assistant	140 North Ninth st.
Tucker, Florence L.....	Washington St..	Kind'g Asst..	144 Elm st., Rahway.
Tucker, Hoyt H.....	State St.....	Principal	557 Summer ave.
Tunis, Ethel M.....	Elliot St.....	Assistant	530 Summer ave.
Turton, O. Mabel.....	Hawkins St.....	Kind'g Asst..	424 Plane st.
Utter, Addie L.....	Camden St.....	Assistant	112 Green st.
Utter, Ella D.....	South Market St.	Assistant	112 Green st.
Vanderpool, Adela E....	South 8th St....	Assistant	372 So. Nineteenth st.
Van Deusen, Mary E....	7th Ave.....	Assistant	260 Mt. Pleasant ave.
Van Dorn, Carolyne....	Bergen St.....	Assistant	141 Ridgewood ave.
Van Duyne, Alice.....	Summer Ave....	Assistant	246 Summer ave.
Van Duyne, Antoinette..	13th Ave.....	Assistant	159 Littleton ave.
Van Duyne, Mabel	Elliot St.....	Kind'g Direct.	246 Summer ave.
Van Esselstine, Ida M..	Walnut St.....	Assistant	800 Mt. Prospect ave.
Van Hest, Sadie L.....	Peshine Ave....	Assistant	131 Washington st.
Van Houten, Lizzie L....	Monmouth St...	Assistant	84 Avon ave.
Van Ness, E. May.....	Newton St.....	Assistant	20 Elizabeth ave.
Van Ness, Helen M.....	Lafayette St...	Assistant	136 Monmouth st.
Van Nest, Harriet E....	Hamburg Pl....	Assistant	220 Garside st.
Van Steenburgh, Susan..	Burnet St.....	1st Assistant.	304 Broad st.
Van Syckel, Rachel	13th Ave.....	1st Assistant.	203 Fifth st.
Voegelin, Carl O.....	High	Assistant	283 North Seventh st.
Vogel, Charlotte A.....	Ann St.....	Assistant	46 Lafayette st.
Voget, Arnold	South 10th St..	Principal	336 Waverly ave.
Volker, Laura	Sussex Ave....	Assistant	292 North Seventh st.
Von Seyfried, Sophie E..	Morton St.....	Clerk	79 Hillside ave.
Vreeland, Mrs. Agnes A..	Central Ave....	1st Assistant.	54 South Seventh st.
Vreeland, M. Louise....	Livingston St...	V. Principal.	124 James st.
Wade, Mrs. Annie H.....	Lawrence St....	Assistant	132 Congress st.
Waggoner, Jessica M....	Vailsburgh	Assistant	42 S. Walnut st., E.O.
Waite, Mary G.....	South St.....	Kind'g Direct.	47 Elizabeth ave.
Wallace, Ethel	Bergen St.....	Assistant	100 Second st., S. O.
Walsh, Margaret L.....	Lafayette St....	Assistant	328 Belleville ave.
Walters, Mrs. Mary A....	Franklin	Assistant	Montclair Hghts., N.J.
Ward, Elizabeth L.....	13th Ave.....	Assistant	111 Plane st.
Ward, Helen M.....	Charlton St....	Kind'g Asst..	6A Milford ave.
Warden, Randall D.....	Dir. Phys. Tr'g..	Special	51 Washington ave.
Warren, Alice L.....	Miller St.....	Assistant	17 Sherman ave.
Warrender, J. Isabelle...	Bergen St.....	Assistant	65 Howard st.
Watson, Edith M.....	Miller St.....	Assistant	174 Orchard st.
Watson, Ella M.....	Newton St.....	Kind'g Asst..	133 Clifton ave.
Watson, Ida I.....	Elliot St.....	1st Assistant.	266 Parker st.
Watson, Jane L.....	7th Ave.....	H'd Assistant	266 Parker st.
Watson, Mary H.....	High	Assistant	266 Parker st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Webb, Martha L.....	18th Ave.....	Assistant	54 Seymour ave.
Weber, Esther L.....	13th Ave.....	Kind'g Asst..	27 Orchard st.
Weick, Carrie R.....	Bruce St.....	Assistant	114 Wickliffe st.
Weis, Louise	Franklin	Assistant	236 Clifton ave.
Weishaupt, Lotte A.....	Hawkins St.....	Assistant	25 Broad st.
Welcher, Carrie May....	Morton St.....	Assistant	246 Walnut st.
Wells, Ruth V.....	South St.....	Assistant	24 Whittles'y av., E.O.
Wenzel, Emma L.....	Ann St.....	Kind'g Asst..	136 Prospect st.
West, Bertha W.....	South St.....	Assistant	83 North Eleventh st.
West, Claude L.....	Lawrence St....	Principal	251 Mt. Pleasant ave.
West, Kate R.....	Bergen St.....	Assistant	6 Walnut st., E. O.
Westervelt, Isabella G....	Lafayette St....	Assistant	227 Hamilton st., R'h'y
Westervelt, Mabel H....	Wickliffe St....	Assistant	124 South Eighth st.
Westwood, Mrs. Joseph'e M	Bergen St.....	Assistant	12 Emmet st.
Westwood, Louise	Supvr. of Music.	Special	40 Eighth ave.
Wettlin, Emma L.....	Normal & Train'g	Mod'l & Critic	39 Broad st.
Whalen, Ida L.....	Livingston St....	Assistant	123 Seymour ave.
Wheeler, Anna E.....	Vailsburgh	Kind'g Asst..	S. Prospect st., S. O.
Whipple, Mary E.....	Franklin	Assistant	16 N. 4th st., Har's'n
Whittemore, Mrs. Addie B.	Chestnut St....	Assistant	24 Franklin st.
Whyte, Alice T.....	Normal & Train'g	} Teach'r of } Theory.	Boulevard & High'nd ave., J. C.
Widmer, M. Evelyn.....	Charlton St....	Assistant	21 Hillside ave.
Wiener, Florence M.....	Monmouth St....	Assistant	368 Washington st.
Wiener, Rosalind	Chestnut St....	Assistant	368 Washington st.
Wiener, William	High	Head Chem. Dept.	} 62½ Nelson pl.
Wilding, Florence C.....	Hamburg Pl....	1st Assistant.	219 Market st., Pat's'n
Wilkins, Edna G.....	Summer Pl....	Kind'g Asst..	90 Broad st.
Williams, Emma R.....	Roseville Ave....	Assistant	38 Warren pl.
Williams, Jessamine A....	Charlton St....	Kind'g Asst..	56 Elizabeth ave.
Williams, Marion	Hawkins St....	Assistant	Eagle Rock rd., W.O.
Williams, Minnie W.....	Miller St.....	Assistant	143 Badger ave.
Willis, Jennie V.....	South St.....	H'd Assistant	1076 Broad st.
Willis, Jessie T.....	Lafayette St....	Assistant	170 Lafayette st.
Willis, Sara H.....	Elliot St.....	Assistant	714 Clifton ave.
Willis, W. Spader.....	Normal & Train'g	Principal	459 High st.
Willoughby, Mabel A....	Waverly Ave....	Assistant	199 N. Grove st., E. O.
Wilson, Helen E.....	South St.....	Assistant	91 W. Kinney st.
Wilson, Katherine C.....	Elliot St.....	Assistant	48 Lincoln ave.
Wilson, Susie M.....	Newton St.....	Assistant	55 Avon ave.
Winans, Bess O.....	Miller St.....	Assistant	116 Lincoln ave.
Winans, Ella M.....	13th Ave.....	Assistant	519 Summer ave.
Winslow, Louise M.....	Hawthorne Ave.	Assistant	54 Leslie st.
Wirth, Celia	Lafayette St....	Assistant	154 Belmont ave.
Wolf, Alma M.....	Newton St.....	Kind'g Asst..	32 Orchard st.
Wolf, Emma	Burnet St.....	1st Assistant.	23 Court st.

TEACHERS—CONTINUED.

NAME.	SCHOOL.	RANK.	ADDRESS.
Wolf, Emma	Charlton St.....	H'd Assistant	187 Seymour ave.
Wolf, Fanny	Bergen St.....	Assistant	187 Seymour ave.
Wolf, Julia	Warren St.....	H'd Assistant	187 Seymour ave.
Wolfer, Louise B.....	South 10th St...	Kind'g Direct.	637 Hunterdon st.
Wood, Clara A.....	Lafayette St....	Assistant	225 Littleton ave.
Wood, Elizabeth M.....	South 8th St....	Assistant	344 South Eleventh st.
Wood, Mrs. M. Ella.....	Lawrence St....	Assistant	137 Wakeman ave.
Woodruff, Bessie L.....	Summer Ave....	Assistant	341 Summer ave.
Woods, Anna L.....	Oliver St.....	Assistant	246 Pacific ave., J. C.
Woodward, Emma F.....	Morton St.....	Assistant	12 Emmet st.
Woolley, Jane	Bruce St.....	Assistant	86 Thomas st.
Woolman, Helen R.....	Chestnut St....	Assistant	42 Walnut st.
Wright, Jennie R.....	Elizabeth Ave...	Assistant	112 Miller st.
Wright, May F.....	South 10th St...	Assistant	26 Hill st.
Wyckoff, Elizabeth	North 7th St....	1st Assistant.	275 Sixth ave.
Wyckoff, Josephine	Franklin	Assistant	176 Summer ave.
Wylie, Elizabeth	Monmouth St...	Assistant	266 North Seventh st.
Wylie, Mary T.....	South 8th St....	Assistant	266 North Seventh st.
York, Flora	Normal & Train'g	{ Teach'r of Theory.	{ 161 Milford ave.
Zahn, Clara	Summer Pl.....	Principal	53 South st.
Zehnder, Rena A.....	Charlton St.....	Assistant	180 Fairmount ave.
Zimmerman, Louise	Hamburg Pl....	Assistant	23 Bremen st.
Zimmerman, Mabel L.....	South 16th St...	Assistant	881 So. Fifteenth st.

SCHEDULE

OF

Teachers' Salaries.

NORMAL AND TRAINING.	TEMPO- RARY.	PERMANENT.		
		1st Year.	2nd Year.	Maximum.
Principal—Male				\$3,000.00
General Assistant.....				1,500.00
Teachers of Theory.....	\$1,100.00	\$1,200.00	\$1,300.00	1,400.00
Model and Critic Teachers.	900.00	1,000.00	1,100.00	1,200.00
Clerk and Stenographer.....				700.00

HIGH.	TEMPO- RARY.	PERMANENT.			
		1st Year.	2nd year.	3rd year.	Maximum.
Principal—Male					\$3,500.00
Vice Principal.....					2,000 00
Assistants—Male	\$1,300.00	\$1,400.00	\$1,600.00	\$1,800 00	2,000.00
Assistants—Female.....	800.00	900.00	1,000.00	1,100.00	1,200.00
Head Assts. and Heads of Depts.—Male.....	2,000.00	2,100.00	2,200.00	.....	2,300.00
Head Assts. and Heads of Depts.—Female....	1,300.00	1,400.00	1,500.00	.....	1,600.00
Librarian.....					1,000.00
Clerk and Stenographer.					1,000.00
Manual Training—Male.	1,100.00	1,200.00	1,300.00	1,400 00	1,500.00
Manual Train'g—Female	800.00	900.00	1,000.00	1,100.00	1,200.00

GRAMMAR AND PRIMARY SCHOOLS.

GRADE.	Tem- porary.	PERMANENT.				
		1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	Max.
Principal—Male, Less than 15 classes.	\$1,500	\$1,600	\$1,700	.....	.....	\$1,800
Principal—Male, More than 14 classes.	1,800	1,900	2,000	\$2,100	\$2,200	2,300
Principal—Female.....	1,000	1,100	.....	.....	.....	1,200
Principal—Industrial, Six classes and upwards.						1,000
Principal—Industrial, Less than 6 classes.....						850
Principal—Colored.....						1 500

SCHEDULE OF TEACHERS' SALARIES—CONT'D.

GRAMMAR AND PRIMARY SCHOOLS.

GRADE.	Tempo- rary.	PERMANENT.				
		1st Yr.	2nd Yr.	3rd Yr.	4th Yr.	Max.
Vice-Principal—Grammar.....	\$1,000	\$1 100	.....	.....	.....	\$1,200
Vice-Principal Primary.....	850	900	.....	.....	.....	1,000
Head Assistant—Grammar.....	800	850	.....	.....	.....	900
Head Assistant—Primary.....	800	.....	.....	.....	.....	850
First Assistant.....	800	.....	.....	.....	.....	850
Assistant (also Kind'g Directress)	450	525	600	650	700	750
Kindergarten Assistant.....	450	525	600	650	.....	700
Manual Training—Male.....	900	1,000	1,100	.....	.....	1,200
Manual Training—Female.....	800	900	950	.....	.....	1,000
Teacher of Ungraded School.....	1,200	.....	.....	.....	.....	1,300
General Supervisor.....	.....	.....	.....	.....	.....	2,500
General Supervisor.....	.....	.....	.....	.....	.....	1,800
Supervisor of Music.....	.....	.....	.....	.....	.....	1,500
Supervising Teacher of Sewing.....	.....	.....	.....	.....	.....	1,200
Director of Manual Training.....	.....	.....	.....	.....	.....	2,300
Director of Physical Training.....	.....	.....	.....	.....	.....	1,800
Supervisor of Drawing.....	.....	.....	.....	.....	.....	1,500
Instructor of Penmanship.....	.....	.....	.....	.....	.....	1,500

EVENING SCHOOLS.

ELEMENTARY SCHOOLS.

Principal	\$4.00 per evening
Assistant	3.00 " "

HIGH SCHOOLS.

Principal	\$5.00 per evening
Assistant	4.00 " "

DRAWING SCHOOL.

Principal	\$750.00 per year
First Assistant	\$4.00 per evening
Assistants	\$3.50 and \$3.00 " "

SPECIAL.

Manual Training	\$3.00 and \$3.50 per evening
Cooking	3.00 " "
Sewing	3.00 " "
Stenography	4.00 " "
Drawing	3.00 " "

SUBSTITUTES.

High School—for male teacher.....	\$4.00 per day
High School—for female teacher.....	2.50 “ “
Grammar and Primary Departments.....	2.00 “ “
Evening High School.....	Salary of regular teacher
Evening School	Salary of regular teacher

1. The sum of \$50 per annum, in addition to the scheduled salary, shall be paid to each grade teacher and kindergarten assistant in Seventh Avenue.

2. The sum of \$150 per annum, in addition to the scheduled salary, shall be paid to the kindergarten directress in Seventh Avenue.

3. First Assistants, teaching classes of the highest grade, shall receive \$150 additional per year while teaching such grade.

4. All teachers must serve one year as temporary teacher, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

5. All increases of salary under this schedule shall be based upon merit and efficiency to be ascertained so far as practicable from the official records of the Board of Education. Such increases shall be recommended by the Superintendent and approved by the appropriate Committee.

6. Teachers absent from duty on account of furlough or other excused absence for a period in the aggregate not longer than two months in any one year, shall not suffer thereby any loss of time in reaching the next higher salary grade.

7. No special salary now paid shall be reduced by reason of this schedule.

PART IV.



SCHOOL BOOKS, MAPS, ETC.

SCHOOL BOOKS, MAPS, ETC.

PRIMARY AND GRAMMAR SCHOOLS.

READING.

FIRST GRADE.

Literature—Stories for Children, Lane; Fairy Tale and Fable, Thompson; Old-Time Stories (also 2d grade), Smythe; Child's Garden of Verses; Folk Lore Stories and Proverbs, Wiltse.

Nature—Bow-Wow and Mew-Mew, Craik; Nature's Byways (also 2d grade), Ford; The Plant Baby and Its Friends, Brown; From September to June (also 2d grade), Warren.

Geography—Around the World, First Book (also 2d grade), Carroll.

Miscellaneous—The Children's Primer, Cyr; The Children's First Reader, Cyr; The Baldwin Primer; the Hiawatha Primer, Holbrooke; School Reading, First Year, Baldwin; Our Home and School Reader, Book 1, Taylor; New Era Reader, No. 1; Our Little Book for Little Folks, Crosby; The Finch Primer; The Finch First Reader; Beginners' Reader, No. 1, Collard; The Beginner's Reader, Bass; Stepping Stones to Literature, No. 1, Arnold and Gilbert; New Education Reader, No. 1; New Education Reader, No. 2; Perception Cards, No. 1; Perception Cards, No. 2; Morse Reader, No. 1.

SECOND GRADE.

Literature—Old-Time Stories (also 1st grade), Smythe; Heart of Oak Books, Vol. 1, Norton; Fairy Stories and Fables, Baldwin; Rhymes and Fables (also 3d grade), Haaren; Songs and Stories (also 3d grade), Haaren; The Story Reader, Logie and Uecke; Classic

Stories; Docas, The Indian Boy; Fairy Tales, Shaw; Grimm's Fairy Tales, Part 1, Wiltse; Grimm's Fairy Tales, Part 2, Wiltse; Robinson Crusoe, Defoe (P. S. P. Co.); True Fairy Stories, Blakewell; Book of Nature Myths, Holbrook; Tales from Wonderland, Baumbach.

Nature—Nature's Byways (also 1st grade), Ford; All the Year Round, Parts 1, 2, and 3 (also 3d grade), Strong; Plant Life, Bass; Animal Life, Bass; Sea Side and Way Side, Vol. 1, Wright; Cats and Dogs, Johonnot; From September to June (also 1st grade), Warren; The World and Its People, Book 1, Dunton; Introduction to Leaves from Nature's Story Book, Kelly; among the Meadow People, Pierson; Bird Life Stories, (also 3d grade) Weed.

Geography—Around the World, First Book (also 1st grade), Carroll.

History—Stories of Great Inventors, Macomber.

Miscellaneous—The Children's Second Reader, Cyr; School Reading, Second Year, Baldwin; New Era Reader, No. 2; Beginner's Reader, No. 2, Collard; Stepping Stones to Literature, No. 2; New Education Reader, No. 3; New Education Reader, No. 4; Perception Cards, No. 3; Morse Reader, No. 2.

THIRD GRADE.

Literature—Rhymes and Fables (also 2d grade), Haaren; Songs and Stories (also 2d grade), Haaren; Fairy Life, Haaren; Heart of Oak Books, Vol. 2, Norton; Old Stories of the East, Baldwin; Andersen's Fairy Tales, First Series; Andersen's Fairy Tales, Second Series; Nature, Myth and Story, Book 3; Sir Bevis, Jefferies.

Nature—Sea Side and Way Side, No. 2, Wright; Feathers and Fur, Johonnot; My Saturday Bird Class (also 4th grade), Miller; Stories of My Four Friends (also 4th grade), Andrews; Long's Wood Folk Stories:—Secrets of the Woods, Wilderness Ways, Ways of

Wood Folk, Wood Folk at School (also 4th and 5th grades); All the Year Round, Parts 1, 2 and 3 (also 2d grade), Strong; Bird Life Stories (also 2nd grade), Weed.

Geography—Seven Little Sisters (also 4th grade), Andrews; Each and All (also 4th grade), Andrews; The World and Its People, Book II, Dunton; Around the World, Book 2 (also 4th grade), Carroll; Aunt Martha's Corner Cupboard (also 4th grade), Kirby; Geographical Reader, First Book, King; Big and Little People of Other Lands, Shaw.

History—Stories of Old Greece, Firth; Young Folks' History of the United States, Higginson; The Far East and Far West Red Children, Pratt.

Miscellaneous—The Children's Third Reader, Cyr; School Reading, Third Year, Baldwin; New Era Reader, No. 3; Morse Reader, No. 3; Twilight Stories, Foulke; Braided Straws, Foulke; Stepping Stones to Literature, No. 3; Stories of Great Artists (also 4th grade), Horne and Scobey.

FOURTH GRADE.

Literature—Arabian Nights, Aladdin; Fifty Famous Stories Retold, Baldwin; Fanciful Tales, Stockton; Heart of Oak Books, Vol. 3; Norton; Aesop's Fables, Stickney; Ballads and Tales (also 5th grade), Haaren; Fairy Tales (also 5th grade), Rolfe; Asgard Stories.

Nature—My Saturday Bird Class (also 3d grade), Miller; Stories Mother Nature Told, Andrews; Sea Side and Way Side, No. 3, Wright; Stories of My Four Friends (also 3d grade), Andrews; Stories of Starland, Proctor; Long's Wood Folk Stories:—Secrets of the Woods, Wilderness Ways, Ways of Wood Folk, Wood Folk at School (also 3d and 5th grades).

Geography—Seven Little Sisters (also 3d grade), Andrews; Each and All (also 3d grade), Andrews; Around the World, Book 2 (also 3d grade), Carroll; The World

and Its People, Book III., Smith; The World and Its People, Book IV. (also 5th grade), Coe; North America (also 5th grades), Carpenter; South America (also 5th and 6th grades), Carpenter; Europe (also 6th grade), Carpenter; Aunt Martha's Corner Cupboard (also 3d grade), Kirby; On the Farm, Parker; Geographical Reader, Second Book, King.

History—Biographical Booklets (also 5th grade), Baldwin; Indians and Pioneers (also 5th grade), Hazard; Stories of Great Americans for Little Americans (also 5th grade), Eggleston; The Story of the Greeks (also 5th grade), Guerber; First Steps in the History of Our Country (also 5th grade), Mowry; Ten Boys (also 5th grade), Andrews; Stories of Pioneer Life, Bass; Discoverers and Explorers (also 5th grade), Shaw.

Miscellaneous—The Children's Fourth Reader, Cyr; School Reading, Fourth Year, Baldwin; New Era Reader, No. 4; Stepping Stones to Literature, No. 4; Morse Reader, No. 4; Stories of Great Artists (also 3rd grade), Horne and Scobey.

FIFTH GRADE.

Literature—Ballads and Tales (also 4th grade), Haaren; Fairy Tales (also 4th grade), Rolfe; Kingsley's Water Babies, Stickney; Book of **Tales**, Swinton; Children's Stories of American Literature, Wright.

Nature—Plants and their Children, Dana; Long's Wood Folk Stories:—Secrets of the Woods, Wilderness Ways, Ways of Wood Folk, Wood Folk at School (also 3d and 4th grades).

Geography—The World and Its People, Book IV. (also 4th grade), Coe; The World and Its People, Book V. (also 6th grade), Coe; North America (also 4th grade), Carpenter; South America (also 4th and 6th grades), Carpenter; Asia (also 6th grade), Carpenter; Geographical Reader, Third Book, King; Uncle Robert's Visit (also 6th grade), Parker.

History—Biographical Booklets (also 4th grade), Baldwin; Indians and Pioneers (also 4th grade), Hazard; The Colonies, Dutton; Stories of Great Americans for Little Americans (also 4th grade), Eggleston; Stories of American Life and Adventure (also 6th grade), Eggleston; The Story of the Greeks (also 4th grade), Guerber; The Story of the Romans (also 6th grade), Guerber; First Steps in the History of Our Country (also 4th grade), Mowry; Beginner's American History. Montgomery; Story of Our Country (also 6th grade), Burton; Ten Boys (also 4th grade), Andrews; The Story of American History (also 6th grade), Blaisdell; Primary History of the United States (also 6th grade), McMaster; Discoverers and Explorers (also 4th grade), Shaw; Young Citizen, Dole; Stories of the Ancient Greeks, Shaw.

Miscellaneous—School Reading, Fifth Year, Baldwin; New Era Reader, No. 5; The Children's Fifth Reader, Cyr; Stepping Stones to Literature, No. 5; Morse Reader, No. 5.

SIXTH GRADE.

Literature—Kingsley's Greek Heroes, Tetlow; Robinson Crusoe, Defoe; Heart of Oak Books, Vol. 4, Norton.

Geography—The World and Its People, Book V. (also 5th grade), Coe; The World and Its People, Book VI. (also 7th and 8th grades); The World and Its People, Book VII. (also 7th and 8th grades), Badlam; The World and Its People, Book VIII. (also 7th and 8th grades), Kellogg; The World and Its People, Book IX. (also 7th and 8th grades); South America (also 4th and 5th grades), Carpenter; Europe (also 4th grade), Carpenter; Asia (also 5th grade), Carpenter; Uncle Robert's Visit (also 5th grade), Parker; Geographical Reader, Fourth Book, King.

History—Stories of American Life and Adventure (also 5th grade), Eggleston; The Story of the Romans (also 5th grade), Guerber; Story of Our Country (also

5th grade), Burton; Stories of the American Revolution, First Series (also 7th grade), Tomlinson; Stories of the American Revolution, Second Series (also 7th grade), Tomlinson; The Young American (also 7th grade). Judson; Hero Stories from American History, Blaisdell and Ball; American History (also 7th and 8th grades), Montgomery; School History of the United States (also 7th and 8th grades), McMaster; History of the United States (also 7th and 8th grades), Fiske; History of the United States (also 7th and 8th grades), Mowry; History of the United States (also 7th and 8th grades), Gordy; Story of the Thirteen Colonies, Guerber; The Story of American History (also 5th grade), Blaisdell; Primary History of the United States (also 5th grade), McMaster.

Miscellaneous—School Reading, Sixth Year, Baldwin; Stepping Stones to Literature, No. 6.

SEVENTH GRADE.

Literature—Classics for Children:—Irving's Sketch Book (also 8th grade), Seven American Classics, Swinton. Heart of Oak Books, Vol. 6, Norton; Studies in Literature and Composition (also 8th grade), Skinner.

Geography—The World and Its People, Book VI. (also 6th and 8th grades); The World and Its People, Book VII. (also 6th and 8th grades), Badlam; The World and Its People, Book VIII. (also 6th and 8th grades), Kellogg; The World and Its People, Book IX (also 6th and 8th grades), Rupert; Geographical Reader, Fifth Book, King; Australia and Her Colonies, Carpenter.

History—Stories of the American Revolution, First Series (also 6th grade), Tomlinson; Stories of the American Revolution, Second Series (also 6th grade), Tomlinson; The Young American (also 6th grade), Judson; American History (also 6th and 8th grades), Montgomery; Stories of New Jersey (also 8th grade), Stockton; Twelve Naval Captains, Seawell; School History of the United States (also 6th and 8th grades), McMaster; His-

tory' of the United States (also 6th and 8th grades), Fiske; History of the United States (also 6th and 8th grades), Mowry; History of the United States (also 6th and 8th grades), Gordy; Story of the Great Republic, Guerber.

Miscellaneous—School Reading, Seventh Year, Baldwin; Stories of Industry, Vol. I., Chase & Clow; Stories of Industry, Vol. II., Chase & Clow; Stepping Stones to Literature, No. 7.

EIGHTH GRADE.

Literature—Classics for Children:—Irving's Sketch Book (also 7th grade); Scott's Tales of a Grandfather; Scott's Lady of the Lake; Lamb's Tales from Shakespeare. The Student's Series:—Goldsmith's Traveler and Deserted Village; Studies in Literature and Composition (also 7th grade), Skinner; Lamb's Tales from Shakespeare's Tragedies, Rolfe; Lamb's Tales from Shakespeare's Comedies, Rolfe.

Geography—The World and Its People, Book VI. (also 6th and 7th grades); The World and Its People, Book VII. (also 6th and 7th grades), Badlam; The World and Its People, Book VIII. (also 6th and 7th grades), Kellogg; The World and Its People, Book IX. (also 6th and 7th grades); Geographical Reader, Fifth Book, King.

History—Stories of New Jersey (also 7th grade), Stockton; American History (also 6th and 7th grades), Montgomery; School History of the United States (also 6th and 7th grades), McMaster; History of the United States (also 6th and 7th grades), Fiske; History of the United States (also 6th and 7th grades), Mowry; History of the United States (also 6th and 7th grades), Gordy; English History for Americans, Higginson; Stories from English History, Creighton; Tales from English History, Rolfe; Tales from Scottish History, Rolfe; Scott's Tales of Chivalry, Rolfe; Sketches from British

History, Powell; Short Stories from English History, Blaisdell; English History, Merrill; Stories from Herodotus, Church; American Citizen, Dole.

Miscellaneous—School Reading, Eighth Year, Baldwin; Stepping Stones to Literature, No. 8.

Riverside Literature Series—All grades.

Home and School Classics—All grades.

Standard Literature Series—Fourth, Fifth, Sixth, Seventh and Eighth Grades.

FOR TEACHER'S USE.

In the Child's World, Poulsson; Nature in Verse, Lovejoy; Beacon Lights of Patriotism, Carrington; Introduction to American Literature, Matthews; Lessons with Plants, Bailey; Handbook of Nature Study, Lange; Nature Study in Elementary Schools, Wilson; Manual of Geography, Redway; Lessons in the New Geography, Trotter; Land of Song, Books 1, 2 and 3; Punctuation, O'Neill.

LANGUAGE.

The Mother Tongue, Parts I. and II.

SPELLING.

Rational Spelling Book Nos. 1 and 2, Rice.

GEOGRAPHY.

Natural Elementary and Advanced Geographies; Tilden's Commercial Geography; Cornell's Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps; Rand, McNally & Co.'s Maps; Werner's Maps; New Century Development Maps; Heath's Outline Maps; J. L. Hammett Co.'s Maps; New Jersey School Map.

ARITHMETIC.

Hornbrook's Primary and Grammar School Arithmetics; Atwood's Complete Graded Arithmetic; Giffin's Number Chart; Gleason's Arithmetical Cards; Greenleaf's Intellectual Arithmetic.

ALGEBRA.

Milne's Elements of Algebra.

HISTORY.

Eggleston's United States History.

DRAWING.

Prang's Primary Manual, 1st year, 2nd year; Prang's Drawing Manuals for 3rd, 4th, 5th, 6th, 7th and 8th years. Drawing models, Modelling clay, Colored paper.

MUSIC.

Natural System of Music Readers; Songs for Little Children; Patti Hill's Song Book; Nursery Rhymes, Elliot; Gaynor Song Book; Silver Song Series; The Coda; Songs of the Nation.

WRITING.

Gem Vertical Spelling Blanks, Nos. 1, 2, 3, and 4; Colonial Spelling Blanks, Single and Double Ruled.

BOOKKEEPING.

Meservey's Single Entry Bookkeeping; Eaton's Business Forms; Eaton's Exercise Manual; Sandy's American Accountant.

MISCELLANEOUS.

Webster's International and Collegiate Dictionaries; Fitz's Globes; Joslyn's Globes; Holbrook's Globes; Franklin Publishing Company's Globes; Hooker's First Book in Physiology; Smith's Primer of Physiology and Hygiene; The Human Body and Its Health; Occupation Material.

HIGH SCHOOL.

Mathematics—Wentworth's School Algebra; Estill's Numerical Problems in Plane Geometry with Metric and Logarithmic Tables; McCurdy's Exercise Book in Algebra; Crockett's Plane and Spherical Trigonometry with Tables. Well's New Higher Algebra; Well's Six-place Logarithmic Tablets; King's Business Arithmetic.

Latin—Greenough and Kittredge's Virgil; Harkness' Grammar, new edition; Kelsey's Caesar; Gleason's A Term of Ovid; Collar & Daniell's First Latin Book; Kelsey's Cicero; Barss' Writing Latin.

Greek—Goodwin's Grammar; Goodwins' Xenophon Anabasis; White's First Greek Book, new edition; Seymour's Iliad, Books I.-VI. with vocabulary; Pearson's Greek Prose Composition.

German—Worman's First Book; Joynes-Meissner's German Grammar; Joynes-Meissner's German Reader; Herman Boison's German Prose; Sheldon's German Grammar; Brandt's German Reader; Stein's German Exercises; Luben Auswahl II.; Kluge German Literature; German Texts (Heath); German Texts (A. B. C.); German Classical Texts.

French—Edgren's French Grammar; Super's Preparatory Reader; Fraser & Squair's Elementary French Grammar; Bowen's French Lyrics; Francis' Introductory French Prose.

English—Maxwell & Smith's Writings in English; The Lake English Classics; Pocket English Classics; Riverside Literature Series; Standard English Classics; Longman's English Classics; Baskerville & Sewell's English Grammar; Webster's English Composition and Literature; Pancoast's Introduction to English Literature; Pancoast's Standard English Poems; Carpenter and Brewster's Modern English Prose; The Temple School Shakespeare.

History—Coman & Kendall's History of England; Channing's Students' History of the United States; McLaughlin's History of the American Nation; Fiske's History of the United States; Myer's Eastern Nations and Greece; Hart's Epochs of American History; American History Leaflets; Morey's Roman History; Ivanhoe Historical Note Book Series.

Natural Science—Dana's Geological Story; Williams' Chemistry; Bergen's Botany; Bergen's Key and Flora; Avery's School Physics; Newcombe's Elements of Astronomy; Manual of Experimental Physics; Kellogg's Elementary Zoology; Overton's Applied Physiology; Jegi's Human Physiology; Clark and Dennis' Laboratory Manual; Irish's Qualitative Analysis.

Music—Natural System of Music Readers.

Miscellaneous—Laughlin's Elements of Political Economy; Webster's International and Collegiate Dictionaries; Sandy's Bookkeeping; Bullock's Introduction to the Study of Economics; Kiepert's Classical Maps; Johnston's Classical Maps; Spruner-Bretschneider's Historical Wall Maps of Europe; Thurston's Economics and Industrial History; Adams' Commercial Geography; New Commercial Law; Isaac Pitman's Shorthand Instructor; Talisman Historical Maps; Modern Business Penmanship.

Drawing models; modeling clay; colored paper.

NORMAL SCHOOL.

First Book of Physical Geography; Lessons in Physical Geography; Elements of Botany; Animals (Jordan, Kellogg & Heath); First Lessons in Physical Science for Grammar Science; How to make School Gardens; Pollard Manual of Synthetic Reading and Spelling; Teaching of Elementary Mathematics; Elements of General Method; Method of Recitation; Systematic Methodology; Essentials of Method; Briefer Course in Psychology; New Psychology; Educational Reformers; School Management (Tompkins); Educational Creeds of the Nineteenth Century; Songs and Music of Froebel's Mother Play; Mottoes and Commentaries of Froebel's Mother Play.

SUPPLEMENTARY BOOKS FOR TEACHERS AND STUDENTS' USE.

First Book of Forestry; Blossom Hosts and Insect Guests; Nature Study and Life; How to Know the Wild Flowers; Report of Committee of Fifteen; Language Arts (Hinsdale); Psychology of Number; Manual of Pedagogics; Method in Education; Art of Teaching (White); Teaching of English; Introductions to Psychology; History of Education (Davidson); Educational Foundations (Harris); Source Book of History of Education; School Hygiene (Edward R. Shaw); Pedagogics of the Kindergarten; Education by Development; Age of Fable (Bulfinch); Age of Chivalry (Bulfinch); Norse Stories; Two Children of the Foothills; In Story Land; Story of Child Nature.

Music—Natural System of Music Readers.

EVENING SCHOOLS.

Weineck's Guide to English.

PART V.

RULES OF THE BOARD REGULATIONS FOR THE GOVERNMENT OF THE SCHOOLS.

RULES

OF THE

BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the second day of January of each year, or as soon thereafter as practicable, for the purpose of organization, at which time a president shall be elected for the ensuing year; but should no election take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of the meeting shall be eight o'clock, P. M., during the year. At the hour appointed the roll shall be called and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterward appear. As soon as a quorum shall be present the Board shall proceed to business, and after the organization, no member shall retire without the permission of the Chair.

A quorum shall consist of a majority of the Commissioners of the Board, and no resolution or order shall be adopted unless with the consent of a like number; but a less number may adjourn from time to time.

Special meetings may be called by the President when he shall deem it expedient, and shall be called whenever requested in writing by five members.

DUTIES OF PRESIDENT.

3. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board, shall preserve order and decorum, may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote without leaving his seat. He shall appoint all committees and be *ex-officio* a member of the same. He shall also be the executive officer of the Board, and as such, sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF VICE-PRESIDENT.

4. The Vice-President shall, in the absence of the President, or in the event of his inability to act, have the powers and perform the duties of the President.

DUTIES OF SECRETARY.

5. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special committee, stating the duties assigned and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare monthly a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each. He shall, under the direction and rules of the Board, and of the several committees, order all supplies for the schools and keep a duplicate of his orders, and have charge of the supplies in

stock; he shall also have the custody of the records, books, and papers of the Board. He shall keep his office open daily from 8 A. M. until 5 P. M. (excepting Saturdays, when the offices of the Board shall be closed at 12 M.) and perform such other duties as may be required by law or the Board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

6. The Assistant Secretary shall assist the Secretary in the discharge of his duties. In the absence of the Secretary he shall perform the duties of that office and render such other services as the Board may require. His compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT.

7. The City Superintendent shall have supervision of the schools, and shall visit them regularly and as frequently as possible. He shall, with the Committee on Text Books and Educational Supplies have the general direction and control of all examinations of pupils, and see that the regulations of the Board in relation to the schools are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book or books; report to the Board monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall call and conduct, or cause to be conducted from time to time, such meetings of the teachers as he may deem advisable, or as the Board or any committee thereof may direct. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION
AND REPAIRS.

8. The Superintendent of Erection and Repairs shall supervise the erection, heating and ventilation and repairs of school houses under the direction of the committees having charge of the same. He shall perform such other duties as the Board or the committees named may require. He shall also attend the meetings of the committees under whose direction he discharges the duties of his office, including the Committee on Finance, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

9. The Standing Committees for the year shall be as follows:

1. Committee on Finance, nine members.
2. Committee on Schoolhouses, nine members.
3. Committee on Repairs, Heating and Sanitation, nine members.
4. Committee on Teachers, nine members.
5. Committee on Evening and Drawing Schools, nine members.
6. Committee on Text Books and Educational Supplies, nine members.
7. Committee on Furniture and General Supplies, nine members.
8. Committee on Permits, President, chairman of Committee on Teachers and the City Superintendent.
9. Committee on Attendance, President and Chairmen of the Teachers' Committee, and of Committee on Evening and Drawing Schools.

10. THE COMMITTEE ON FINANCE shall have general charge and supervision of all the financial affairs of the

Board; they shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying the several sums for each branch of expenditure, and apportion the amounts appropriated for the use of this Board as soon as possible after such appropriation; supervise and examine all accounts of receipts and disbursements and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. In case of necessity, after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures. They shall also receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board. They shall also cause to be effected insurance against loss by fire on all school buildings and the contents thereof.

II. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; cause to be prepared and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board and cause all contracts for the performance of the work to be duly executed, heating and ventilating methods included, and shall examine into all requests for the use of school buildings, for other than regular school purposes, and report thereon to the Board.

12. THE COMMITTEE ON REPAIRS, HEATING AND SANITATION shall have supervision and charge of all work of every

description required in placing and maintaining in repair all school houses, including all apparatus and appliances for heating, ventilation and sanitation, and shall purchase such materials as shall in their judgment be required in placing and maintaining such buildings, apparatus and appliances, in repair.

They shall visit all the schools and determine what repairs are required and shall have the required repairs tabulated under proper headings; shall advertise for bids for the required work and shall furnish specifications and plans where needed.

They shall examine all applicants for positions as janitors, and recommend to the Board for appointment such as they deem qualified, and determine the salaries to be paid. They shall prescribe the duties of janitors, and publish directions for their government, and for cause may recommend to the Board their discharge. If a vacancy occurs between the meetings of the Board, the chairman of the Committee shall have power to temporarily appoint janitors, and the chairman may, in emergency, suspend a janitor until the case shall be acted upon by the Committee and the Board.

They shall have supervision of the sanitary condition of the schools and their surroundings, and, from time to time, recommend such measures as they may deem necessary for the prevention of disease and promotion of the health of the pupils and teachers; also, to prepare rules and regulations for the guidance and control of the Medical Inspectors, and report same to the Board for its action.

13. THE COMMITTEE ON TEACHERS shall have supervision of all schools except the Evening and Drawing Schools. They shall recommend to the Board, from time to time, for appointment, promotion or transfer in the schools under their supervision any duly licensed persons who are recommended by the City Superintendent and who in their judgment are fully qualified. With the City Superintendent they may temporarily employ and determine the grade of teachers in such schools, but

temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for teachers in schools under their supervision and report the same to the Board for its approval. They shall investigate all complaints made against teachers in such schools and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher in such schools until the case shall have been acted upon by the Board. In cases of suspension, a written statement of facts upon which suspension is based shall be filed in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

14. THE COMMITTEE ON EVENING AND DRAWING SCHOOLS shall have supervision of these schools. They shall recommend to the Board, from time to time, for appointment, promotion or transfer in the schools under their supervision, any duly licensed persons who are recommended by the City Superintendent and who in their judgment are fully qualified. They shall, also, from time to time, recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition and report thereon to the Board. They shall exercise supervision and perform duties regarding the Evening and Drawing Schools and the teachers therein similar in all respects to those required of the Committee on Teachers toward the schools under their care, as specified in Rule 13.

15. THE COMMITTEE ON TEXT BOOKS AND EDUCATIONAL SUPPLIES shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the schools, but no vote shall be taken upon such recommendation until one month has elapsed, and no text book intended to supersede one in use shall be introduced, except at the commencement of a term. They shall contract for

such books, maps, globes, charts and apparatus as well as all other educational supplies required in the courses of study and all stationery; superintend the printing of all reports, documents, blank forms, etc., that may be especially ordered by the Board, or required in the transaction of the current business of the schools, and provide for the regular delivery thereof by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and, from time to time, recommend such alterations and revisions thereof, as they may deem proper. They shall also direct and, with the Superintendent, prescribe the times and rules for all examinations of pupils which may be ordered by the Board.

16. THE COMMITTEE ON FURNITURE AND GENERAL SUPPLIES shall, under the direction of the Board, provide the school furniture and all miscellaneous articles and supplies not specified in the rules defining the duties of other committees, and shall provide all fuel, light, power and water.

17. THE COMMITTEE ON PERMITS shall have power to grant transfers of pupils from one school district to another.

18. THE COMMITTEE ON ATTENDANCE shall have full charge and control of all matters relating to the enforcement of school attendance. They shall, with the City Superintendent, divide the city into attendance districts and assign officers thereto; shall direct the chief attendance officer in the performance of his duties, and in general direct and control all matters relating to the enforcement of the compulsory education act.

19. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but no action of a committee shall be binding until reported to and approved by the Board. No member of the Board shall be interested in or derive pecuniary benefit directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority

of the committee and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

20. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the roll.
2. Reading the minutes.
3. Reception of Communications.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.
8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

21. All motions and resolutions, for the consideration of the Board, shall be seconded, and, if required by the President or any member of the Board, reduced to writing, and when any such motion or resolution shall have been stated by the Chair, or read by the Secretary, it shall be deemed to be in possession of the Board.

22. It shall be in order for a member at any time, when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be ad-

dressed to the chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then, except to correct a misapprehension or a misrepresentation.

23. No member shall speak more than twice on the same question at any meeting, except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

24. If any member, in speaking, shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

25. When a question is under debate, no motion shall be received except—

To adjourn.

To lay on the table.

The previous question.

To commit.

To postpone indefinitely.

To postpone to a certain time.

To amend.

—which motion shall have precedence in the order named. A motion to adjourn, to lay on the table, or for the previous question, shall be decided without debate.

26. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" and its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

27. The yeas and nays shall be ordered on any question on demand of one member. Every member present shall vote when his name is called, if required by the Pres-

ident or any other member and the names of the members refusing to vote upon any resolution shall be recorded as voting in the negative.

28. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

29. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board so far as applicable, and a motion for the committee to rise may be made by any member at any time.

30. In other respects the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practise of Legislative Assemblies," shall be accepted as authority.

31. These rules may be amended at a regular meeting, on one month's notice in writing given at a regular meeting, by a vote of two-thirds of the members of the Board.

REGULATIONS

FOR THE

GOVERNMENT OF THE SCHOOLS

I.—SYSTEM AND GRADE.

The schools under the government of the Board shall consist of the following:

Kindergarten,
Primary,
Grammar,
High,
Normal and Training,
Evening,
Drawing,
Industrial,
Colored,
Summer,
Ungraded,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

KINDERGARTENS.

The Kindergarten Course shall comprise the usual instruction and training adapted to children from the ages of four to six.

No child shall be admitted to a kindergarten class who is under four years of age, and children may be promoted to primary classes who are five years of age, and who show sufficient maturity.

Kindergarten classes shall be established in all primary and grammar schools.

PRIMARY SCHOOLS.

The Primary Course shall comprise in addition to the kindergarten course the four grades next succeeding. In case the requirements of the school system demand, additional grades may be established in Primary Schools.

The studies pursued shall comprise spelling, reading, language lessons, writing, arithmetic, geography, elementary physiology, nature study, drawing, manual training, physical culture and vocal music.

GRAMMAR SCHOOLS.

The Grammar Course shall include in addition to the Primary Course the four grades next succeeding. In addition to the studies pursued in the Primary Course, algebra, bookkeeping and elementary science shall be taught.

No pupil shall be admitted to a grammar school who has not completed the primary course.

Certificates of graduation shall be presented to all pupils who satisfactorily complete the course.

HIGH SCHOOLS.

The High School Course shall include the four grades next succeeding the Grammar Course. It shall comprise instruction in the elements of the sciences, mathematics, commercial studies, history and civics, English, drawing, music, manual training, physical culture, and such other branches, including Latin, Greek, German and French languages, as the Board shall prescribe. The introduction and continuance of any study prescribed shall be discretionary with the Committee on Normal and Training and High Schools, in conjunction with the President and City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a

grammar school; or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The Colored School, in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

The Committee on Normal and Training and High Schools, with the City Superintendent, may, at their discretion, readmit pupils who may have lost their membership by absence.

Certificates of graduation shall be presented to all pupils who satisfactorily complete the course.

NORMAL AND TRAINING SCHOOLS.

A Normal and Training School shall be maintained for the instruction and training of teachers and shall comprise a two-years' course.

No pupil shall be admitted without a certificate of graduation from the High School; or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that to which the pupils of the High School are subjected for graduation.

Certificates of graduation, which shall also be licenses to teach in the City of Newark, shall be granted to all pupils who satisfactorily complete the course.

EVENING SCHOOLS.

Evening schools shall be maintained during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day. The studies shall be those prescribed for the primary, grammar and high schools. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

DRAWING SCHOOLS.

Drawing schools shall be maintained during such portion of the year as the Board may direct for the instruction of pupils in freehand, architectural and mechanical drawing, modeling and other studies that the Board may from time to time prescribe. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under fifteen years of age.

INDUSTRIAL SCHOOLS.

Industrial schools shall be maintained for the instruction of poor and destitute children, in such primary studies and industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes, nor shall the Board pay more than five hundred dollars per annum on account of rent for any such school.

COLORED SCHOOLS.

The colored schools shall be for the special accommodation of colored children, who shall be admitted on application to the principal, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

SUMMER SCHOOLS.

Summer schools shall be maintained for such a period during the months of July and August as the Board may from time to time prescribe.

The course of study pursued shall include all the branches taught in the primary and grammar schools so far as practicable.

UNGRADED SCHOOLS.

Ungraded schools shall be maintained for the instruction and discipline of those children whom it may be deemed inexpedient to enroll in the graded schools.

The course of study pursued shall include all branches taught in the primary and grammar schools so far as practicable.

II.—TERMS AND VACATIONS.

I. TERMS.

The school year shall commence on the second Monday in September, and terminate on the Friday next preceding the fourth day of July, and be divided into two terms, ending respectively on the last school day in January, and the Friday next preceding the fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's Day inclusive; one week, which shall include the first day of April; and all legal holidays. When any holiday shall occur on Thursday, the schools shall be closed on the following Friday. At no other time shall the schools be closed, except by resolution of the Board, or by special consent of the President or the City Superintendent of Schools.

III.—SESSIONS.

I. KINDERGARTEN, PRIMARY, GRAMMAR, TRAINING AND UNGRADED SCHOOLS.

The schools shall be open during the regular terms, five days in each week, from Monday to Friday inclusive, and there shall be two sessions daily—a morning session, from 9 A. M. to 11:45 A. M., with a recess as directed by the City Superintendent, and an afternoon session, from 1:30 P. M. to 3:30 P. M., with gymnastic exercises in the school room near the middle of the session. In the first grade an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The afternoon session in the Training Department of the Normal School shall begin at 1 o'clock and end at 3 o'clock each day.

Kindergarten classes may, at the discretion of the City Superintendent, be dismissed for the morning session at 11:30 o'clock.

2. NORMAL SCHOOL, HIGH SCHOOL AND COLORED SCHOOL.

In the Normal School, High School and Colored School, at the discretion of the City Superintendent, the noon intermission may be reduced to three-quarters of an hour, and the school may be dismissed at 2:30 P. M.

3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 P. M.

4. EVENING SCHOOLS.

The Evening Schools, during their continuance, shall be open four evenings in each week—Monday, Tuesday, Thursday and Friday. The session shall commence at 7:30 P. M. and close at 9:30 P. M.

5. DRAWING SCHOOLS.

The Drawing Schools, during their continuance, shall be open either five or six evenings in each week as may be found necessary. The session shall commence at 7:30 P. M. and close at 9:30 P. M.

6. SINGLE SESSIONS.

Upon extremely stormy days principals may hold a continuous session of their schools, closing at 1 P. M. They shall promptly notify the City Superintendent of such continuous session.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed with the reading of a portion of the Holy Scriptures, without comment, and repeating the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

I. ADMISSION.

(a) *Sanitary Condition*—Successful vaccination or a former attack of smallpox shall be a condition of admission to any school, and the certificate of a physician shall be necessary as to either before enrollment; but where insusceptibility to the vaccine virus shall be claimed or reasonably demonstrated to the satisfaction of the Sanitary Committee, such children may be admitted to school under such provisions and restrictions as the said Committee may decide upon in each individual case.

Teachers and pupils residing in a house where an infectious or contagious disease exists, shall be immediately suspended from school, and shall not be readmitted, except as follows: In case of scarlet fever, smallpox, diphtheria, cholera, yellow fever and typhus fever, upon a certificate from the Board of Health; and, in all other cases of contagious disease, upon a physician's certificate or the certificate of the Medical Inspector, that all danger of contagion is passed.

(b) *Personal*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such previous record in school as warrants his exclusion, be admitted to any graded school.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons the Committee on Permits shall give a written permit to attend elsewhere.

All applications for permits must be presented in writing to the committee at the rooms of the Board of Education, stating the reasons therefor, and, if granted, shall be kept on file in the office of the principal of the school until the close of the school year. All permits shall be valid for the school year, unless the accommodations are required for children residing in the district.

Children in the eighth grade in any grammar school, removing from a district during the school year, may complete their course in the school in which they have been attending without special permission, unless their places are required for the accommodation of children residing in such district.

3. NON-RESIDENT PUPILS.

Non-residents may be admitted to the schools of this city upon the payment of a tuition fee, payable in advance, at the following rate per annum: Elementary Schools, \$25; High School, \$75; Normal School, \$75; Evening High Schools, \$25; Elementary Evening Schools, \$12; Drawing School, \$20.

4. RECEPTION AND CLASSIFICATION.

Every pupil on entering school shall be assigned to a class of the grade which examination shall show him prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils, except the eighth grade, where the minimum shall be thirty.

5. ABSENTEES.

(a) *Notification of Parents.*—When any pupils shall have been absent from school two consecutive days, the principal or class teacher shall inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence. No pupil shall, under any circumstances whatever, be sent by any teacher to ascertain the cause of any other pupil's absence from school.

(b) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening school), during the term, may be suspended from school during the remainder of the term, unless it shall be shown to the satisfaction of the principal that the pupil has been sick, or has been detained by sickness in his or her family. But all cases of such suspension must be reported promptly to the City Superintendent for approval.

6. INSTRUCTION.

(a) *Schoolroom.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may, in his discretion, order in any school or class.

(b) *Preparation of Lessons Out of School.*—No pupil of a grade lower than the fifth shall be required to prepare any lesson out of school.

7. DISCIPLINE.

(a) *Detention.*—Pupils deficient in lessons, disorderly or tardy, may be detained, not to exceed one hour, after the dismissal of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(b) *Suspensions.*—Principals shall have the power to suspend for gross offences, but every suspension shall be

reported without delay to the Commissioners of the ward in which the school is located, who shall investigate the facts and confirm or annul the suspension. Suspension from the High School or evening schools shall be reported without delay to the standing committees on such schools, respectively, who shall investigate the facts and confirm or annul the suspension. All cases of suspension must be reported to the City Superintendent.

8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

9. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually in all the schools to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

10. BASIS AND ALLOWANCES.

The percentage and other requisites to obtain certificates or testimonials shall be fixed by the Board and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals.

II. BOOKS AND STATIONERY.

(a) *Supply*.—Books, stationery and other articles needed in the school room shall be furnished without cost to the pupils, but articles destroyed or damaged must be replaced.

(b) *Damages*.—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian in accordance with a

bill to be rendered by the principal. In case payment be refused the pupil shall be suspended, as provided in subdivision "B," under the head of "Discipline."

VI.—TEACHERS.

I. RANK AND DESIGNATION.

The teachers shall rank, and in all records and schedules of the Board, be designated, as—

Principals.

Vice-Principals.

Head Assistants.

First Assistants.

Assistants.

Kindergarten Directresses.

Kindergarten Assistants.

2. RELATIONS AND DUTIES.

PRINCIPALS.

(a) *Reports.*—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(b) *Supervision.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruc-

tion and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and other teachers in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall keep a record of their inspection of classes, the excellencies and defects noted, criticisms and suggestions made and such other data as may be required for a complete record of their teaching and supervision.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(c) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(d) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodations and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

(e) *Fire Drills.*—Principals shall hold emergency fire drills in the schools under their charge at least once every week (weather permitting) in accordance with instructions received from the City Superintendent.

VICE-PRINCIPALS.

Vice-principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistants of their grade all directions of the principals.

In the absence of the principal the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of her department, and conduct and make reports concerning the same prescribed in the regulations for assistants.

FIRST ASSISTANTS.

First assistants shall have charge of either a seventh or eighth grade division. In all other respects their duties shall be similar to those of assistants.

ASSISTANTS.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the "Manual of Instruction;" keep records of attendance, scholarship and deportment; have charge of the school room property and protect it from injury or mutilation, as far as possible, and report any injury to the same; enforce order and discipline in the classes, so far as possible without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings at the opening, recess, intermission and dismissal, as he may deem necessary.

KINDERGARTEN DIRECTRESSES.

The Kindergarten directresses shall have the direction of such assistants as may be assigned to them. In all other respects their duties shall be similar to those of assistants.

3. APPEALS.

In case of dispute or question as to the propriety of duties which vice-principals or other teachers may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(a) *Hours*.—All teachers shall be in attendance at their stations or class rooms, and prepare for duty, fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(b) *Register*.—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in each instance, and report the same annually to the City Superintendent.

(c) *Tardiness*.—As often as the tardy marks of the teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(d) *Visiting for Instruction*.—Teachers may visit schools other than their own, during school hours whenever the City Superintendent shall permit or direct such visitation, for the instruction of the teacher, and shall make report of the same to the principal. Whenever deemed advisable the City Superintendent may provide a substitute.

5. SALARIES.

(a) *Schedules*.—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(b) *Increase*.—The annual increase in teachers' salaries shall be determined by the date of permanent appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(c) *Payments and Deductions*.—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. A month shall be construed and taken as twenty school days or four weeks of five school days each and all deductions from salaries on account of absence shall be made upon that basis.

(d) *Absence*.—1. Teachers absent on account of sickness (whenever such absence does not exceed fifteen days in any month) shall forfeit substitute pay. If the time of such absence exceeds fifteen days in any one month, the salaries of such teachers shall be deducted for the time, and the Secretary shall pay the substitute as required.

2. Teachers absent from duty on account of furlough or other excused absence for a period in the aggregate not longer than two months in any one year shall not suffer thereby any loss of time in reaching the next higher salary grade.

(e) *Forfeiture*.—Teachers absent from school duty, for other causes than personal illness, shall forfeit their salary during absence; except:—

1. In case of the death of a parent, brother or sister, husband or wife, absence shall be excused from death until funeral.

2. In case of the death of a grand parent, a brother's or sister's child, uncle or aunt, brother-in-law or sister-in-law, absence shall be excused for the day of funeral.

3. In case of the marriage of a parent, brother or sister, absence shall be excused for the day of wedding.

NOTE.—Excused means excused from forfeiture of more than substitute's salary.

Five tardy marks, "unexcused," shall count as one-half day's absence, and a corresponding deduction be made at the next payment.

(f) *Relief*.—Appeal for relief from forfeiture or loss may be made to the Committee on Teachers, who may, at its discretion, relieve therefrom.

(g) *Engagements*.—All engagements of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(h) *Resignation*.—Teachers shall give one month's notice of intention to resign. In default of the same they shall forfeit one month's salary.

6. SUBSTITUTES..

(a) *Appointment*.—Teachers detained from school shall immediately notify the principal, who shall notify the City Superintendent, who may appoint substitutes to discharge their duties during such absence.

(b) *Pay*.—The pay of substitutes shall be, in the High School, for male teacher, \$4.00, and for female teacher, \$2.50 per day; in the grammar, primary and kindergarten classes, \$2.00 per day; and in the evening schools, the salary of regular teacher.

7. SUPERVISORS.

It shall be the duty of the supervisors to aid the City Superintendent in the supervision and direction of their respective departments. They shall consult with him frequently regarding the work of the schools for the purpose of making suggestions and receiving his instructions. They shall visit schools for the purpose of observing the work of teachers, of giving them instruction and counsel, and of teaching model lessons in the school rooms for their benefit. During such visits they shall, whenever they deem it advisable, hold conferences of teachers for the discussion of matters connected with the work of the schools. They shall confer with the principals regarding the conditions of their schools and the work of individual teachers, making suggestions for the improvement of the schools and conveying the instructions received from the City Superintendent. They shall, in so far as possible, in their work follow regular programs approved by the City Superintendent, and whenever it is necessary to vary the programs, they shall notify him upon postal cards furnished for that purpose. They shall hold and conduct meetings of teachers in their respective departments at such times and places as may be determined by the City Superintendent; at which meetings they shall discuss with them educational topics and the details of their work in accordance with the general plans received from the City Superintendent. They shall at stated times report to the City Superintendent upon the work of their respective departments.

VII.—TEACHERS' MEETINGS.

Meetings of all teachers of the public schools and of the various grades and classes of such teachers shall be held from time to time at the call and under the direction of the City Superintendent. It shall be the duty of all teachers to attend such meetings when called, unless excused by the City Superintendent.

VIII.—BUILDINGS.

I. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools may be designated by the names of the streets on which they are located. Their school districts shall be as follows:

PRIMARY SCHOOL DISTRICT BOUNDARIES.

NORMAL AND TRAINING.

TRAINING DEPARTMENT.

Beginning at Broad street, Market street, Springfield avenue, High street, Bleecker street, Halsey street, Central avenue, Broad street to Market street.

BURNET STREET.

Beginning at the Passaic river, M. & E. R. R. avenue, Boyden street, Sussex avenue, Summit street, Bleecker street (not including said street to High street only), Halsey street, Central avenue, Broad street, Rector street to the Passaic river.

STATE STREET.

Beginning at the Passaic river, M. & E. R. R. avenue, Nesbitt street, Eighth avenue, Sheffield street, Seventh avenue (not including said avenue), Belleville avenue (not including said avenue), Broad street, Clay street, Ogden street, Carlisle place to the river.

WEBSTER STREET.

Beginning at the Passaic River, Carlisle place, Ogden street, Clay street, Broad street, Belleville avenue (both sides), Seventh avenue (both sides) to Sheffield street, thence, not including said avenue, to Garside street (not including said street), Sixth avenue (both sides), Stone street, Crane street (both sides), Summer avenue, Fourth avenue to the river.

WASHINGTON STREET.

Beginning at Broad street, Market street, Springfield avenue, High street (both sides), Clinton avenue, Broad street to Market street.

MORTON STREET.

Beginning at High street, West Kinney street (both sides), Belmont avenue, Springfield avenue, Rankin street, South Orange avenue, Springfield avenue, High street (not including said street) to West Kinney street.

MONMOUTH STREET.

Beginning at High street, Clinton avenue, Somerset street, Waverly avenue, Barclay street, Spruce street, Prince street, West Kinney street (not including said street), High street (not including said street) to Clinton avenue.

LAWRENCE STREET.

Beginning at the Passaic river, Rector street, Broad street, Green street (not including said street), N. J. R. R. avenue to the Passaic river.

CHESTNUT STREET.

Beginning at N. J. R. R. avenue, Wright street, Broad street, Murray street, Clinton avenue, Broad street, Green street (both sides), N. J. R. R. avenue to Wright street.

LAFAYETTE STREET.

Beginning at the Passaic river, N. J. R. R. avenue, Elm street (not including said street), Madison street, Lafayette street, Adams street (both sides), thence in a direct line to the Passaic river.

SOUTH EIGHTH STREET.

Beginning at the western city line, Central avenue, Warren street, Littleton avenue, South Orange avenue (not including said avenue from South Eleventh street to South Eighteenth street), South Eighteenth street, Eleventh avenue to the western city line.

THIRTEENTH AVENUE.

Beginning at High street, Springfield avenue, South Orange avenue (not including said avenue from Rutgers street to Wallace street), Wallace street, Bank street, High street to Springfield avenue.

BRUCE STREET.

Beginning at South Orange avenue, Newton street, Thirteenth avenue, Wallace street, Wallace place, Warren street, Littleton avenue, Thirteenth avenue, Morris avenue (both sides), South Orange avenue (not including said avenue) to Newton street.

CENTRAL AVENUE.

Beginning at Summit street, Bleecker street (not including said street), Lock street, New street, the Morris canal, M. & E. R. R. avenue, Boyden street, Sussex avenue, Summit street to Bleecker street.

WARREN STREET.

Beginning at High street, Bank street, Wallace street, Wallace place, Warren street, Morris avenue, Central avenue, the Morris canal, New street, Lock street, Bleecker street (both sides), High street to Bank street.

SUMMER AVENUE.

Beginning at the Passaic river, Fourth avenue, Bloomfield avenue, the Morris canal, Chester avenue, Mt. Prospect avenue (not including said avenue), Arlington avenue, Summer avenue (not including said avenue), Nursery street, Belleville avenue, Herbert place, to the Passaic river.

ELLIOT STREET.

Beginning at the Passaic river, Elwood avenue, Mt. Prospect avenue to the Second river.

RIDGE STREET.

Beginning at the Second river, Mount Prospect avenue, Chester avenue, the Morris canal, Old Bloomfield road to the northern city line.

ABINGTON AVENUE.

Beginning at the western city line, the Old Bloomfield road, the Morris canal, Third avenue to the western city line.

SUMMER PLACE.

Beginning at the Passaic river, Herbert place, Belleville avenue, Nursery street, Summer avenue (both sides), Arlington avenue, Mt. Prospect avenue (both sides), Elwood avenue to the Passaic river.

MILLER STREET.

Beginning at N. J. R. R. avenue, Poinier street (not including said street), Elizabeth avenue, thence in a direct westerly line to Milford avenue (both sides), Clinton avenue (both sides), Stratford place (both sides), Avon avenue, Clinton avenue, Murray street, Broad street, Wright street, N. J. R. R. avenue to Poinier street.

ELIZABETH AVENUE.

Beginning at the southern city line, N. J. R. R. avenue, Poinier street (both sides), Elizabeth avenue, thence in a direct westerly line to Milford avenue (not including said avenue), Clinton avenue (not including said avenue), Stratford place (not including said place), Avon avenue, West Newark R. R. to the southern city line.

CHARLTON STREET

Beginning at Avon avenue, West Newark R. R., Waverly avenue, Belmont avenue, West Kinney street (not including said street), Prince street, Spruce street, Barclay street, Waverly avenue, Somerset street, Avon avenue to West Newark R. R.

OLIVER STREET.

Beginning at N. J. R. R. avenue, Walnut street (not including said street), Pacific street, Nichols street (not including said street), Van Buren street, Oliver street, Jefferson street, Malvern street, Pacific street, Vesey street (not including said street), N. J. R. R. avenue to Walnut street.

SOUTH STREET.

Beginning at the southern city line, N. J. R. R. avenue, Vesey street (both sides), Pacific street, Malvern street, Jefferson street, Oliver street, Sandford street, South street, Avenue G to the southern city line.

WALNUT STREET.

Beginning at N. J. R. R. avenue, Elm street (both sides), Madison street, Lafayette street, Adams street (not including said street), Ferry street, Jackson street (both sides), Lafayette street, Van Buren street, Nichols street (both sides), Pacific street, Walnut street (both sides), N. J. R. R. avenue to Elm street.

ANN STREET.

Beginning at the southern city line, Avenue G, South street, Sandford street, Oliver street, Van Buren street, Elm street, Lang street, Hamburg place, Kossuth street (both sides), Magazine street, Avenue L, Hamburg place to the Newark bay.

NORTH SEVENTH STREET.

Beginning at the western city line, Third avenue, the Morris canal, M. & E. R. R. avenue to the western city line.

ROSEVILLE AVENUE.

Beginning at the western city line, M. & E. R. R. avenue, North Sixth street, Warren street, Central avenue, to the western city line.

SUSSEX AVENUE.

Beginning at M. & E. R. R. avenue, the Morris canal, Central avenue, Morris avenue, Warren street, North Sixth street, M. & E. R. R. avenue to the canal.

SOUTH MARKET STREET.

Beginning at the Passaic river, in a direct line to Adams street (not including said street), N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Kossuth street, Magazine street, Newark and Passaic R. R., N. & N. Y. R. R., Ferry street, Lexington street to the Passaic river.

HAMBURG PLACE.

Beginning at Adams street, N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Kossuth street (not including said street), Hamburg place, Lang street, Elm street, Van Buren street, Lafayette street, Jackson street (not including said street), Ferry street, Adams street (not including said street), to N. & N. Y. R. R.

HAWKINS STREET.

Beginning at the Passaic river, Lexington street, Ferry street, N. & N. Y. R. R., Newark and Passaic R. R., Magazine street, Avenue L, Hamburg place to Newark bay.

SOUTH TENTH STREET.

Beginning at South Eleventh street, Springfield avenue, South Sixth street (not including said street), South Orange avenue, South Eleventh street (not including said street), to Springfield avenue.

CAMDEN STREET.

Beginning at Springfield avenue, South Sixth street (both sides), South Orange avenue, Littleton avenue, Thirteenth avenue, Morris avenue (not including said avenue), Springfield avenue to South Sixth street.

WAVERLY AVENUE.

Beginning at Avon avenue, South Eleventh street (not including said street), Springfield avenue, Hunterdon street (both sides), Waverly avenue, West Newark R. R., Madison avenue, Hunterdon street, Avon avenue, to South Eleventh street.

FIFTEENTH AVENUE.

Beginning at the western city line, Eleventh avenue, South Eighteenth street, South Orange avenue, (both sides), South Eleventh street (both sides), Springfield avenue, to the western city line.

HAWTHORNE AVENUE.

Beginning at the western city line, Clinton avenue, Osborne terrace, Clinton Township line, thence following the course of said line to the western city line.

SOUTH SIXTEENTH STREET.

Beginning at the western city line, Springfield avenue, South Eleventh street (both sides), Avon avenue, Baldwin avenue, Clinton avenue to the western city line.

NEWTON STREET.

Beginning at Rankin street, South Orange avenue (both sides of said avenue from Rutgers street to Wallace street), Thirteenth avenue, Newton street, South Orange avenue (both sides), Morris avenue (both sides), Springfield avenue, Rankin street to South Orange avenue.

EIGHTEENTH AVENUE.

Beginning at Waverly avenue, Hunterdon street (not including said street), Springfield avenue, Belmont avenue, Waverly avenue, to Hunterdon street.

BERGEN STREET.

Beginning at the southern city line, Osborne terrace, Clinton avenue, Baldwin avenue, Avon avenue, Hunterdon street, Madison avenue, West Newark R. R., to Hawthorne avenue.

FRANKLIN.

Beginning at the Morris canal, Bloomfield avenue, Fourth avenue, Summer avenue, Crane street (not including said street), Stone street, Sixth avenue (not including said avenue), Clifton avenue (not including said avenue), Eighth avenue (not including said avenue), M. & E. R. R. avenue, the Morris canal to Bloomfield avenue.

SEVENTH AVENUE.

Beginning at M. & E. R. R. avenue, Nesbitt street, Eighth avenue, Sheffield street, Seventh avenue (both sides), Garside street (both sides), Sixth avenue (both sides), Clifton avenue, Eighth avenue (both sides), M. & E. R. R. avenue to Nesbitt street.

GRAMMAR SCHOOL DISTRICT BOUNDARIES.

BURNET STREET.

Beginning at the Passaic river, Rector street, Broad street, West Park street, Halsey street, Warren street, High street, Bleecker street (not including said street), Summit street, Sussex avenue, Boyden street, M. & E. R. R. avenue, Sheffield street, Seventh avenue, Belleville avenue, Broad street, Clay street, Ogden street, Carlisle place to the Passaic river.

WASHINGTON STREET.

Beginning at Broad street, Market street, High street (both sides), West Kinney street (not including said street), West street, Montgomery street, Somerset street, Waverly avenue, High street, Clinton avenue, Broad street to Market street.

MORTON STREET.

Beginning at High street, West Kinney street (both sides), West street, Montgomery street, Belmont avenue, Springfield avenue, Rankin street, South Orange avenue, Springfield avenue, High street (not including said street) to West Kinney street.

LAWRENCE STREET.

(FIFTH AND SIXTH GRADES.)

Beginning at the Passaic river, Rector street, Broad street, West Park street, Halsey street, Warren street, High street, Market street, Broad street, Green street (not including said street), N. J. R. R. avenue to the Passaic river.

CHESTNUT STREET.

Beginning at N. J. R. R. avenue, Wright street, Broad street, Murray street, Clinton avenue, Broad street, Green street (both sides), N. J. R. R. avenue to Wright street.

LAFAYETTE STREET.

Beginning at the Passaic river, N. J. R. R. avenue, Walnut street, Van Buren street, Lafayette street, Jackson street (not including said street), Ferry street, Adams street (both sides), thence in a direct line to the Passaic river.

SOUTH EIGHTH STREET.

Beginning at the western city line, South Orange avenue, Littleton avenue, Bank street, Bergen street, Warren street, Second street, M. & E. R. R. avenue to the western city line.

THIRTEENTH AVENUE.

Beginning at High street, Bank street, Littleton avenue, South Orange avenue (not including said avenue from Littleton avenue to Rutgers street), Springfield avenue, High street to Bank street.

CENTRAL AVENUE.

Beginning at High street, Bank street, Bergen street, Warren street, Second street, M. & E. R. R. avenue, Boyden street, Sussex avenue, Summit street, Bleecker street (both sides), High street to Bank street.

SUMMER AVENUE.

Beginning at the Passaic river, Fourth avenue, Bloomfield avenue, the Morris canal, Chester avenue to the Passaic river.

ELLIOT STREET.

Beginning at the Passaic river, Chester avenue, the Morris canal, the Old Bloomfield road, the western city line to the Second river.

MILLER STREET.

Beginning at the old southern city line, N. J. R. R. avenue, Wright street, Broad street, Murray street, Clinton avenue, High street, Waverly avenue, Avon place, Avon avenue, West Newark R. R. to the old southern city line, and thence following the course of said line to N. J. R. R. avenue.

OLIVER STREET.

Beginning at the southern city line, N. J. R. R. avenue, Walnut street, Sandford street, South street, Avenue G to the southern city line.

NORTH SEVENTH STREET.

Beginning at the western city line, the old Bloomfield road, the Morris canal, M. & E. R. R. avenue to the western city line.

SOUTH MARKET STREET.

Beginning at the Passaic river, in a direct line to Adams street (not including said street), N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Margaretta street, Avenue L, Hamburg place to Newark bay.

HAMBURG PLACE.

Beginning at Adams street, N. & N. Y. R. R., Chambers street, Ferry street, Niagara street, Margaretta street, Avenue L, Hamburg place, Newark bay, along the bay to the southern city line, Avenue G, South street, Sandford street, Walnut street, Van Buren street, Lafayette street, Adams street (not including said street to N. & N. Y. R. R.)

SOUTH TENTH STREET.

Beginning at the western city line, South Orange avenue, Littleton avenue, Springfield avenue to South Sixth street, thence in a direct line through Treacy avenue to Avon avenue, to the western city line.

NEWTON STREET.

Beginning at Rankin street, South Orange avenue, Littleton avenue, Springfield avenue, Rankin street to South Orange avenue.

EIGHTEENTH AVENUE.

Beginning at Avon avenue, Avon place, Waverly avenue, Somerset street, Montgomery street, Belmont avenue, Springfield avenue to South Sixth street, thence in a direct westerly line through Treacy avenue to Avon avenue, to Avon place.

BERGEN STREET.

Beginning at the western city line, Avon avenue, West Newark R. R. to the old southern city line, thence following the course of said line to the western city line, and thence to Avon avenue.

FRANKLIN.

Beginning at the Passaic river, Fourth avenue, Bloomfield avenue, the Morris canal, M. & E. R. R. avenue, Sheffield street, Seventh avenue, Belleville avenue, Broad street, Clay street, Ogden street, Carlisle place to the Passaic river.

X.

EXAMINATION AND APPOINTMENT OF
TEACHERS.

I.

All licenses to teach in the public schools of the city of Newark shall be granted solely by the Board of Examiners hereinafter provided under such rules and regulations as the Board of Education shall from time to time prescribe.

There shall be held at stated intervals in each year a public examination at which examination any applicants for positions in the public schools may present themselves.

The questions for such examinations shall be prepared by the Board of Examiners and adopted by a majority vote of said Board at a regular or special meeting.

All papers shall be examined and rated by the Board of Examiners and the results adopted by a majority vote of said Board.

Applicants who desire to divide the examinations will be permitted to do so provided all the examinations are completed within one year; but in case an applicant fails to complete the examinations within one year from the date of the first examination, he must be re-examined in all subjects.

Teachers already in the employ of the Board who desire to take an examination for promotion may divide such examination, provided all the subjects required are completed successfully within two years; failure to successfully complete the examination within two years will necessitate re-examination in all subjects.

All examinations shall be public and records of the same filed in the office of the City Superintendent.

All certificates of qualification that may hereafter be granted by the Board of Examiners, excepting certificates of teachers who have received permanent appointment by the Board of Education, shall become inoperative after a period of three (3) years from the date of their issuance and shall be subject at all times to all such regulations and requirements as the Board of Education shall from time to time prescribe.

All persons holding certificates heretofore granted, but who have not received permanent appointment by the Board of Education within three years of the date of the issuance of their certificates shall be required to submit to the Board of Examiners a new certificate of health and to appear before said Board for inquiry as to their present merit and fitness. All certificates may be renewed by the Board of Examiners for a period of three years upon satisfactory evidence of merit and fitness.

2.

All applicants, except as hereinafter specified, shall be examined in Arithmetic, Elementary Algebra, English Language and Grammar, History of the United States, Geography, Spelling, Writing, Reading and Literature, Elementary Psychology, Theory and Practice of Teaching, Physiology and Hygiene, History of Education, Drawing, Vocal Music, and the elements of at least one Natural Science.

3.

Applicants for positions as vice-principals, head assistants and first assistants in Grammar Schools, having successfully passed the elementary examinations, or having received permanent appointment as teachers, shall be further examined in Algebra, Plane Geometry, Rhetoric, Modern English and American Literature, General History, Music, Drawing, and the elements of at least two Sciences, in addition to the one taken under the requirements of Rule 2. No vice-principal's license, however, shall be issued to any teacher who has not had three years' successful experience in teaching.

4.

Applicants for positions as vice-principals or head assistants in Primary Schools, having successfully passed the elementary examination, or having received permanent appointment as teachers, shall be examined in Modern English and American Literature, Theory of the Kindergarten, Rhetoric, General History, Music, Drawing, and the elements of at least two Sciences, in addition to those required under Rule 2. No vice-principal's license, however, shall be issued to any teacher who has not had three years' successful experience in teaching.

5.

Applicants for positions as principals, in addition to the examination required in Rules 2 and 3, shall be examined in Advanced Algebra, Solid Geometry, General English and American Literature, School Management, Psychology, Theory and Practice of Teaching, History of Education, Manual Training, Principles and Practice of the Kindergarten, and at least one Science, in addition to those required under Rule 3, provided that candidates taking both elementary and higher examinations shall be required to be examined in only such subjects in the elementary examination as are not repeated in the higher.

No license, however, shall be issued to any person who has not had five years' successful experience as a teacher, of which two years shall be as principal of a graded school, or as vice-principal of a grammar school in the City of Newark.

6.

Applicants for positions in the High School, in addition to the subjects required under Rules 2 and 3, shall be examined in the special subjects of the department for which they apply.

7.

Applicants for positions as kindergartners, in place of all other examinations, shall be examined in the History of Education, Theory and Practice of the Kindergarten, Psychology, Physiology and Hygiene, English Language and Literature, History of the United States, Geography, Elementary Science as applied to the work in the Kindergarten, Arithmetic, Drawing and Vocal and Instrumental Music.

8.

All applicants for licenses, except teachers in the employ of the Board applying for promotion in the several grades, shall be rated by the Board of Examiners under three heads, viz.: scholarship, experience and personal fit-

ness. A separate rating shall be given under each head as follows: a maximum of 50 per cent. for scholarship, a maximum of 25 per cent. for experience, and a maximum of 25 per cent. for personal fitness.

9.

An average of seventy-five per cent. in all of the subjects required for any particular grade, with a minimum of sixty-five per cent. in any subject, shall be required. In examinations for promotion, a standing of 75 per cent. in each subject shall be necessary. The diploma of the Newark Normal and Training School shall be accepted in place of the examinations required under Rules 2 or 7.

10.

The diploma of any college of good standing, conferring the degrees of A. B., B. S., or Ph. B., and of the United States academies at West Point and Annapolis, may be accepted in place of all of the academic studies required in any of the above examinations.

11.

The diplomas of the State Normal School of New Jersey, and of other schools for the professional training of teachers of equal standing with the above, whose professional courses cover a period of not less than two years, may be accepted in place of the examinations mentioned in Rule 2, provided that the holder of such a diploma holds also the diploma of a first-class high school or presents evidence of scholarship equivalent to that covered by such a diploma.

Records from approved universities or colleges, or approved summer schools, of the satisfactory completion of suitable courses of study in any of the subjects specified in any of the above rules or in any subjects deemed equivalents of the subjects specified, may be accepted in place of the examination in such subject.

12.

The diploma of the State Normal School of New Jersey, covering a full kindergarten course, and the diploma of such special kindergarten training schools as the Board of Examiners shall determine, may be accepted in place of the kindergarten examination, provided that the candidate presents evidence of scholarship equivalent to that covered by a High School diploma.

13.

In the employment of teachers of special subjects, certificates or diplomas of special professional or technical schools, designed to train teachers for such positions, may be accepted in place of any or all of the above-named examinations.

14.

No teacher shall be appointed to any position in the public schools who is not at least eighteen years of age, and who has not met, in all respects, the requirements of the above rules; and no teacher not a graduate of a college or a professional training school, shall be appointed, unless such teacher, in addition to the requirements of examination, can present a record of successful experience of at least two years of teaching.

15.

An accredited list shall be kept in the office of the City Superintendent, containing the names of all the candidates for positions in the public schools of Newark who have met the requirements of the above rules, stating the manner in which the requirements have been met, whether by examination or presentation of a diploma, or certificate, or both, and giving references to testimonials on file.

16.

It shall be the duty of the City Superintendent, in case vacancies occur in the teaching force in the public schools, to recommend to the proper committee suitable persons to fill such vacancies, taken from the accredited list, in every case giving preference to those candidates whose record indicates that they are best qualified for the positions vacant, provided that in all cases graduates of the Newark Normal and Training School shall be given the preference over other candidates of equal experience and attainments. Such graduates shall be appointed in the order indicated by their standing upon graduation.

17.

Each teacher employed in the public schools of Newark must serve a term of probation before receiving permanent appointment. At the end of five school months of such service, the City Superintendent shall report to the proper committee upon the work done by such teacher, giving due consideration to reports received from principals and supervisors. If the work is reported as unsatisfactory, and as not furnishing reasonable prospect of success, the services of such employee shall be dispensed with. If the work is reported as giving hope of ultimate success, the probationary period may be extended for five school months more. At the end of this period, if the work of the teacher is reported as satisfactory, he may receive a permanent appointment; if as totally unsatisfactory, his term of service shall be terminated forthwith; if as still doubtful but with reasonable prospect of success, his probationary term may be still further extended, to be reported upon at frequent intervals for action of the committee; but no teacher not recommended for permanent appointment, shall be retained for a longer time than two years from the date of temporary appointment. The services of a teacher on probation may be dispensed with at any time after one year of probationary service, when it becomes evident that ultimate success is improbable.

18.

Principals who have in their schools teachers serving probationary terms, shall, at the end of five school months of such service, formally report to the City Superintendent upon the character of the work done by such teachers; with a recommendation as to their retention or dismissal. At the end of a year of such temporary service, the principal shall again make a similar report to the City Superintendent, and at such other times as may seem to him advisable, or as may be suggested by the City Superintendent.

19.

All appointments, promotions and transfers of teachers shall be made upon the recommendation of the City Superintendent, approved by the appropriate committee.

The Superintendent's recommendation shall be based upon experience, merit and fitness, to be ascertained so far as possible from the official records in possession of the Board of Education.

In the promotion of teachers, other things being equal, teachers employed in the school in which the vacancy occurs shall be given the preference.

All promotions involving an increase of salary shall be regarded as new appointments and subject to all the rules relating to the same.

20.

A Board of Examiners shall be appointed as required by law, consisting of the City Superintendent, the principal of the Normal School, the principal of the High School, and four others to be selected by the Committee on Teachers from the corps of supervisors, principals or teachers in the employ of the Board.

REGULATIONS OF THE BOARD OF EXAMINERS.

The certificates issued by the Board of Examiners shall be designated as follows:

- (a) Principal.
- (b) Vice-Principal—
High, Grammar, and Primary.
- (c) First Assistant—
High and Grammar.
- (d) Head Assistant—
High, Grammar, and Primary.
- (e) Assistant—
High, Grammar, and Primary.
- (f) Kindergarten.
- (g) Manual Training.
- (h) Drawing.
- (i) Music.
- (j) Evening School.

Examinations shall be held as follows:

For Principal's License:

- 1. During the last week in August.
- 2. During the Christmas vacation.

For Assistant's License:—Grammar and Primary:

- 1. During the last week in August.
- 2. During the Christmas vacation.
- 3. During the week including the first day of April.

For Vice-Principals', First Assistants', and Head Assistants' Licenses:

- 1. On days of examinations for Assistants' licenses.
- 2. On the morning of the first Saturday of October, February and June.

For all Others:

When vacancies occur and at discretion of the Board of Examiners.

Special examinations may be held at the discretion of the Board of Examiners.

All examinations shall be held at the Normal and Training School building. The hours shall be from 9 A. M. to 1 P. M. and from 2 to 6 P. M. Candidates to be examined during any session must be present at the beginning of such session.

Two hours shall be the maximum time allowed to a subject. At the expiration of this time all papers must be collected.

The subjects for the elementary examinations, Grammar and Primary assistants' licenses, shall be assigned in the following order:

First Day: Arithmetic, U. S. History, History of Education and Geography.

Second Day: English Language and Grammar, Physiology and Hygiene, Algebra and Theory and Practice of Teaching.

Third Day: Psychology, Reading and Literature, Science, Vocal Music and Drawing.

The standard in Spelling and Writing shall be obtained by judging the spelling and writing of all the papers with the exception of Mathematics; all satisfactory papers in these subjects to be rated 75 per cent.

All applicants for certificates, except for promotion, must file with the Board of Examiners satisfactory evidence in writing of sound physical health and good moral character.

XI.

**CERTIFICATION AND APPOINTMENT OF EVENING
SCHOOL TEACHERS.****1.**

There shall be created as rapidly as possible a permanent corps of teachers for the evening schools of the city of Newark.

2.

For all positions in the evening school properly qualified candidates, not employed in the day schools shall be secured, if possible. If enough of these cannot be secured teachers in the day schools may be employed to teach from year to year. But no person shall be employed to teach in an evening school whose record as a teacher in a day school for one year next preceding, shall not be at least "good."

3.

All new appointments shall be temporary. Temporary appointees, not employed in the day schools of this city, may receive permanent appointment under the regulations of this Board for the permanent appointment of teachers, upon recommendation of the City Superintendent, after one year's service.

4.

Candidates shall be eligible to appointment as evening school teachers upon presentation of one of the following proofs of qualifications: A first-grade county certificate of New Jersey, with a record of at least two years of successful experience; a diploma from a Normal School of recognized standing; a college diploma, accompanied by either a record of professional training or at least one year of successful experience in teaching; a second-grade State certificate obtained after examination by the State Board of Education.

5.

Candidates not possessing any of the above qualifications, upon passing satisfactorily the examination required under No. 2 of the Regulations for the Examination and Appointment of Teachers, and presenting a record of at least two years of successful experience in teaching, may be considered eligible for appointment.

6.

Teachers with a record of at least one year of successful experience in the day schools or evening schools of Newark shall be considered as having met the requirements of these regulations.

7.

EVENING HIGH SCHOOL.—Candidates shall be eligible for appointment in the Evening High School who present either a first grade State certificate or a college diploma, accompanied by a record of at least one year of successful experience.

8.

Candidates not possessing either of the above qualifications may be subjected to an examination similar to that required for appointment in the Day High School, and upon satisfactorily passing such examination and presenting a record of at least three years of successful experience in teaching, may be eligible for appointment.

9.

Teachers possessing a record of successful experience in teaching in either Day or Evening High School of this city shall be considered as having met the above requirements of eligibility.

10.

Candidates for evening school licenses in manual training, sewing, cooking, stenography, drawing and other special branches shall hold a regular elementary, high school or evening school license and a special license from the Board of Examiners in the subject to be taught. Certificates or diplomas of special professional or technical schools, whose courses are approved by the Board of Examiners, may be accepted in place of any or all examinations.

11

No person shall be reappointed as teacher in an evening school, whose record for the year preceding, as reported by the Principal of an evening school and confirmed by the supervisor of evening schools, shall not be at least "good;" except upon special recommendation of the City Superintendent, approved by the Committee on Evening Schools.

12.

The term one year, as employed in these rules, shall be interpreted to mean an annual term of school, either day or evening, according to the rules of this Board.

XII.

QUALIFICATIONS FOR PLAYGROUND TEACHERS.

1st. All candidates for the position of Director of Playgrounds must possess the following qualifications:

Graduation from a four years' High School course and two years' normal school course; or two years' successful experience as an Assistant in a Playground.

2nd. All candidates for the position of Assistant in Playgrounds must possess the following qualifications:

Graduation from a four years' high school course and one year's attendance in a professional training school for teachers; or one year's successful experience as an Assistant in a Playground.

3d. All candidates for the position of Director of Gymnastics in Playgrounds must possess the following qualifications:

Graduation from a four years' High School course and one year special training in physical culture at some approved school; or one year's satisfactory experience as Assistant Director of Gymnastics in Playgrounds.

4th. All candidates for the position of Assistant Director of Gymnastics in Playgrounds must possess the following qualifications:

Graduation from a four years' High School course with not less than one-half year's training in physical culture at some approved school.

5th. All candidates for above specified licenses shall be subject to the rules of the Board of Examiners for the examination and indorsement of certificates.

XIII.

GRADATION AND PROMOTION.

1. For the purpose of gradation and promotion the school year shall be divided into two terms of twenty weeks each. In each grade there shall be two classes designated respectively the A and B classes, the A class being the more advanced. All promotions shall be made to the class next higher.

2. In grades one, two and three, classes may be promoted at any time by the principal of the school, with the consent of the City Superintendent, upon the advice of the teachers in charge, supplemented by such oral examinations as the Superintendent and principal shall deem advisable.

3. In all grades, from the fourth to the twelfth inclusive, at the end of each week, teachers shall prepare, on blanks furnished for the purpose, an estimate of the work of each student during the week. These estimates shall represent the judgment of the teachers upon the ability and industry displayed by the pupils in the various subjects pursued. They shall be recorded by the use of the numerals 1 to 10 in accordance with the following method of rating: 10—Perfect; 9—Excellent; 8—Good; 7—Passing Mark; 6—Poor; 5—Very Poor; 4—0, Degrees of Failure.

4. At frequent irregular intervals brief examinations or written reviews of various sorts shall be given the pupils in their respective classes, and a record of the results obtained in each case shall be kept by the teachers. Questions for at least one examination in each semester shall be furnished or specially authorized by the City Superintendent. The results of these examinations shall be reported to the City Superintendent, but shall not be made the basis for promotion. They shall be used and considered by the teachers as a guide and critique of his own work, and as one means for determining the character of the work of the students.

5. At the end of each month a report shall be sent to the parent or guardian of every pupil, giving the average of the weekly estimates taken from the teacher's record, modified by the average results of any written tests given during the month. Each of these reports signed by the parent or guardian shall be returned to the teacher.

6. At the end of each semester the teacher and principal together shall examine the record of each pupil, both as to weekly estimates and tests or examinations given during the term, taking into consideration all circumstances so far as known affecting the work of the pupil.

7. All pupils whose work has been found upon the whole satisfactory and all who have given evidence that they are qualified to do the work of the succeeding grade shall be promoted. Those whose work has been found

to be in the main unsatisfactory and those who have not given satisfactory evidence of ability to do the work of the succeeding grade shall not be promoted, provided that in the case of exceptional pupils conditional promotions for a definite time may be made.

In all cases of doubt the decision of the principal shall be final, provided that in all cases of failure to be promoted parents of the children thus failing may appeal to the principal, who shall, if unable to satisfy them of the justice of his decision, give the children a fair examination upon the work of the semester, using questions approved by the City Superintendent, the result of which examination shall determine the question of promotion.

8. Special individual conditional promotions to the class next higher shall be made whenever, in the judgment of the teacher and principal, the pupil is qualified to do the more advanced work and would be benefited by such promotion.

9. At the end of each semester a report of the work of each pupil during the semester shall be sent to his parents or guardian. Such report shall contain the record of the pupil's work in each subject by months, and in cases of failure to promote, the reason of such failure shall be clearly set forth.

10. Whenever it is clear, from the weekly records of the pupils, that the work done, if continued, will not warrant promotion, it shall be the duty of the teachers to communicate with the parents, and endeavor, if possible, to secure their co-operation in improving the work of the pupils.

11. Pupils having been promoted from one class to the class next higher, who for two consecutive months fail to maintain a satisfactory standard, shall be returned to the grade from which they were advanced, if in the opinion of the principal and City Superintendent such failure is due to insufficient preparation for the work of the higher grade.

12. In case such demotions occur repeatedly and among the pupils promoted by any particular teacher, it shall be the duty of the principal to report the facts to the City Superintendent for his action.

XIV.

NORMAL SCHOOL.

1. Graduates of the Newark High School in good standing, upon furnishing evidence of good moral character, are entitled to admission to the Normal School without further examination. Graduates of other High Schools of equal rank with the Newark High School may be admitted upon passing such examination in elementary or High School studies as may be prescribed by the City Superintendent.

2. Applicants for admission not presenting diplomas from approved High Schools or other equivalent evidences of scholarship must, before admission, pass an examination upon the subjects included in a four-year High School course.

3. Pupils in the Normal School shall spend the first year in pursuing the regular studies of the course and in such observation in the Training School or other schools of the city as the principal and City Superintendent may direct. At least one-half of the senior year shall be spent in practice teaching under the observation and criticism of the critic teachers.

4. At the end of each week the teachers shall record the standing of each pupil in every subject pursued, in books furnished for the purpose, and at the end of each semester a resume of these records shall be sent to the parents or guardians of the pupils. At the end of each term an examination shall be held in each of the subjects pursued in the Normal School, the questions having been prepared by the teacher of the subject and approved by the princi-

pal and City Superintendent. Scholarship in the Normal School shall be marked upon a decimal scale, 100 being considered a perfect mark and 75 the passing mark, and in its determination at the end of each term consideration shall be given to the monthly estimates, to the results of the formal examination and, after practice, to the results and the reports of the critic teachers.

5. Pupils whose term rating is less than 75 per cent. in two or more subjects shall not be promoted from term to term and all students who fail to receive an average rating of at least 75 per cent. in practice teaching shall not be permitted to continue in school except as members of the next lower class.

6. No pupil shall be graduated from the Normal School who has not completed in a satisfactory manner all of the required subjects, including practice teaching, and received an average rating for the entire course of at least 75 per cent.

7. Pupils who have failed to attend 90 per cent. of the required exercises of the Normal School shall not be permitted to pass from class to class or to be graduated, except upon the written consent of the Chairman of the Normal and Training and High Schools Committee and the City Superintendent.

8. Critic teachers shall make upon blanks furnished for the purpose estimates of the practice teaching of the pupils. At the close of each term of practice these reports shall be submitted to the head critic and by her, with approval, disapproval or modifications, submitted to the principal of the school by whom they shall be filed for use in determining the final standard of graduates. The record of scholarship shall be kept on the ordinary blanks used throughout the grades. At the close of the senior year, the principal, vice-principal and head critic shall carefully review the records both of scholarship and practice of each student, and shall, upon the strength of such review, determine the question of graduation in each case and grade the graduates in the kindergarten and regular

departments. Lists of the graduates thus graded shall be furnished the City Superintendent of Schools. Graduates of the Normal School applying for positions in the schools shall be appointed strictly in the order in which their names appear upon these lists, provided that no graduates of the Normal School or other person not of good moral character and sound physical health shall have the right to be appointed as a teacher in the schools of Newark.

XV.

DRAWING SCHOOL.

1. The term will commence with the opening of the regular evening schools and end April 30th.

2. The school will be open six evenings of the week, if found necessary, to complete the course, the session each evening beginning at 7.30 o'clock and closing at 9.30 o'clock.

Doors will open at 7.15 and close at 7.30 o'clock, and students must be in their places at that time.

The school will be closed on holidays and during Christmas week, the same as the day schools.

3. Application for admission will be received from 7 to 9 o'clock each evening during the week preceding the opening of the school. Public notice will be annually given of the same.

No student will be admitted after the last day of January, except by express permission of the Committee on Evening Schools.

4. Applicants under 15 years of age will not be admitted.

5. For the first year course students will be admitted without examination. Those desiring to enter the second year's course will be examined in the subjects of the first year. To enter the third year the pupil will be examined in the second year's work.

6. Any pupil absent five evenings without a satisfactory excuse will forfeit his position in the school. Pupils absent for sufficient reason, and who wish to retain their places, must report to the Principal, either in person or in writing before the five absences are recorded.

7. No pupils can leave the class room while the class is in session, except by permission of the teacher.

8. For a breach of good behaviour or a violation of the regulations of the school a pupil must be immediately reported to the principal, who may suspend or expel such student and report to the Superintendent.

9. All instruments, papers and other appliances needed must be furnished by the pupils.

10. In all departments teachers will have the pupils use the paper as required by the principal and the Superintendent. All the drawings to be made on full sheet medium Whatman paper, 17x22 inches, and finished in a clean and neat manner, careful attention being given to symmetry and proper arrangement.

11. One drawing from every set will each year be selected and retained as city property for the purpose of record.

12. No finished drawing shall be taken away from the school until the end of the term.

13. Each drawing, when finished, will be initialed and rated by the teacher of the class, and when accepted by the principal it will be stamped by him and form one of the certificate sets.

14. Records of drawings accepted, certificates awarded and the general record of all the classes will be kept by the principal.

15. Students' work will be rated as follows:

.E. for excellent; G. for good; F. for fair; P. for poor or very unsatisfactory.

An average of good is required for certificate set.

16. Each class will meet two evenings a week.

17. Every student being furnished on admission with a copy of this plan of instruction is expected to read it and to abide by all the rules and regulations stated in same as a condition of attendance in the classes. Attendance will, therefore, be regarded as an agreement to comply with the regulations and to follow the course of instruction.

XVI.

TRANSFER OF PUPILS TO THE UNGRADED SCHOOLS.

1. Whenever, in the judgment of the principal of any of the public schools of Newark, a pupil in his school is a fit subject for transfer to the Ungraded School, he shall so recommend to the City Superintendent on blanks prepared for that purpose, giving in full his reasons for such recommendation.

2. The City Superintendent shall forthwith investigate the case reported, either personally or through the Supervisor of Evening and Summer Schools, by visiting the school, conferring with the principal and parents, consulting with the Commissioners of the ward, examining into the environment of the pupil, and in every way possible acquainting himself with those conditions which have determined his character. A record of this investigation shall be kept in the office of the City Superintendent.

3. If, after such investigation and conference, the City Superintendent is satisfied that all suitable means of control in the school to which the pupil belongs have been employed, and that it is essential for his welfare that he be assigned to an Ungraded School, he shall forthwith grant him the necessary transfer.

4. All transfers to an Ungraded School shall be for an indefinite period.

5. Whenever the City Superintendent, upon the recommendation of the principal of the Ungraded School and the Supervisor of the Summer and Evening Schools, is convinced that any pupil in said school has made substantial improvement in conduct and given sufficient grounds for the belief that his conduct in the future will be satisfactory to warrant such action, the Superintendent shall revoke his transfer and assign him to a graded school.

6. When any pupil in an Ungraded School fails to conform in a reasonable degree to its regulations, and shows himself utterly incorrigible by ordinary means and beyond the control of the teacher of said school, it shall be the duty of the City Superintendent to recommend him for commitment to the City Home.

7. Truant officers shall be required to call at the Ungraded Schools at the opening of the morning and afternoon sessions of each day to receive from the teachers the names and addresses of absent pupils. They shall be further requested to visit at once the homes of such pupils and ascertain the reasons for their absence, and, if possible, return them to the school.

XVII.

MEDICAL INSPECTION OF SCHOOLS.

INSTRUCTIONS FOR MEDICAL INSPECTORS.

1. Inspectors shall visit all the schools in their respective districts between the hours of 9 and 11 A. M. each school day, and so far as possible at the same hour each day.

2. They shall carefully examine each child isolated by the principal or teacher, and cause to be excluded those showing symptoms of any contagious or infectious dis-

ease, specifically noted as follows: Scarlet fever, diphtheria, measles, croup, whooping cough, mumps, smallpox, contagious eye disease, parasitic disease, chickenpox, St. Vitus' dance.

3. They shall supply each child excluded with a card (Form No. 21) provided for that purpose filled out as directed thereon. This card is to be taken home by the child and given to parent or guardian.

4. Children excluded for any of the reasons above specified shall be informed by the inspector to return to school when well. They will be readmitted only after reinspection and approval by the inspector, or the attending physician.

5. Inspectors shall make a daily report to the Board of Health (Form No. 22). This report must be sent immediately upon leaving the last school visited.

6. On the last school day of each week inspectors shall fill out a weekly report for each school (Form No. 23) and send the same to the Board of Health; duplicate reports shall also be sent at the same time to the Board of Education.

7. If, for any reason an inspector is unable to visit the schools of his district he must make arrangements with another inspector to take his place. A statement giving reason for absence should be sent to the Health Officer as soon as possible.

8. Inspectors shall not under any circumstances prescribe or suggest treatment or in any manner interfere with the attendance of the regular family physician.

9. Inspectors shall be at all times under the immediate direction and control of the Board of Health in all matters pertaining to the performance of their duties.

10. Medical inspectors are authorized and directed to vaccinate children in the public schools free of charge and to ascertain in doubtful cases if vaccination has been successful and give proper certificates therefor.

II. All necessary supplies will be furnished through the Board of Health upon requisition.

INSTRUCTIONS FOR TEACHERS.

1. It shall be the duty of all teachers at the time of morning roll call to select from their classes any child who appears to be ailing, or any child who, there is reason to believe, has been in contact, in the family or otherwise, with any one ill with a contagious or infectious disease.

These children shall be separated from the rest of the class, in a room set apart for that purpose by the principal, for examination by the medical inspector.

After examination by the medical inspector all pupils not excluded from school will be returned at once to their classes.

Principals and teachers are required to assist the medical inspector as far as necessary.

2. The Board of Health will notify the schools and the Board of Education, each school day, of the cases of contagious diseases reported to it during the preceding twenty-four hours.

3. (a) Pupils who have been ill with any of the following contagious diseases, and pupils residing where any of the same exist, to wit: Scarlet fever, smallpox, diphtheria, cholera, yellow fever or typhus fever, shall not be permitted to return to school until notice has been received from the Board of Health authorizing such admission.

(b) In all other cases of contagious disease pupils will be readmitted upon a physician's certificate or by authority of the medical inspector.

4. Whenever a teacher shall discover sufficient evidence of the existence of any disease necessitating immediate exclusion of a pupil, she shall so inform the principal, who will exclude the pupil and notify the Board of Health of his action, with the reason for the same, giving name, age and address of the pupil so excluded.

5. Whenever a pupil is excluded from school on account of contagious disease, the desk and seat shall be washed with an antiseptic solution recommended by the Board of Health, and the class room disinfected if necessary.

XVIII.

ATTENDANCE OFFICERS.

1. The Attendance Officers shall be under the charge and control of the Board of Education and the Committee on Attendance, together with the City Superintendent.

2. Each attendance officer shall exercise all the powers and perform all the duties of a Truant Officer under the laws of the State of New Jersey.

3. The city shall be divided into Attendance Districts by the Committee on Attendance and an officer assigned to each district who shall be responsible to the Board of Education for the faithful discharge of his duty in his district. These districts may be changed from time to time by the Committee on Attendance, and officers may be assigned to duty in any district.

4. The Chief Attendance Officer shall, under the direction of the Committee on Attendance and the City Superintendent, direct and supervise the work of all attendance officers and shall be held responsible for the work of the Attendance Department.

5. The Chief Attendance Officer shall keep a record of the work of the several officers; keep a file of their reports and his own; keep a full record in detail of all cases of truancy, absence and children not attending any school, reported from all sources, together with the disposition of each case.

6. The Chief Attendance Officer shall, under the direction of the Committee on Attendance and City Superintendent, cause complaints to be made before a magistrate and shall prosecute all persons for violation of the compulsory education law; he shall keep a record in detail of all such cases, together with the disposition of each case.

7. The Chief Attendance Officer shall keep his office open and be in attendance every day (Sunday and legal holidays excepted), between the hours of 3 and 5 o'clock in the afternoon, and, also, on Saturday morning from 8.30 until 12 o'clock, to receive the reports of attendance officers and for the transaction of general business of the Attendance Department.

8. On the last of each month the Chief Attendance Officer shall submit a full and detailed report of the Attendance Department to the City Superintendent.

9. Attendance officers shall be required to investigate all reports of absence, truancy and children not attending any school, given them by principals or Chief Attendance Officer and report the result of such investigation to the Chief Attendance Officer and to the principals on their next visit to the schools. They shall make such further reports to the Chief Attendance Officer as may be required.

10. They shall be required to visit the schools in the district assigned them at least every two days or oftener if directed by the Chief Attendance Officer, who may also assign each of them to duties outside of their districts.

11. They shall recommend to the Chief Attendance Officer for commitment to ungraded or other schools and for prosecution, all cases of continued violation of the compulsory education law; they shall also serve all necessary legal notices.

12. They shall keep a record in detail of all their work from day to day and report the same to the Chief Attendance Officer; at the end of each week they shall submit a report to the Chief Attendance Officer on blanks furnished them for that purpose.

XIX.—MISCELLANEOUS.

I. CONSTRUCTION.

In the construction of these regulations the word "teacher," in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants, first assistants, kindergarten directresses, kindergarten assistants and assistants.

2. PUBLICATION.

Schedules of Salaries, Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and, except the registers and records, published with and as part of the Annual Report.

3. AMENDMENT.

These regulations may be amended at a regular meeting on one month's notice in writing given at a regular meeting by a vote of twenty members. All supplements and amendments shall be adjusted to and from time to time incorporated and published with these regulations under appropriate titles and subdivisions.

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